Perceptions of the influence of Adults other than Teachers on PE and School Sport in West Midlands Primary Schools.

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This work or any part thereof has not previously been presented in any form to the University or to any other body whether for the purposes of assessment, publication or for any other purpose (unless otherwise indicated). Save for any express acknowledgments, references and/or bibliographies cited in the work, I confirm that the intellectual content of the work is the result of my own efforts and of no other person.

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Abstract

What is the perceived influence of Adults other than Teachers on PE and School Sport in West Midlands Primary Schools? – By Victoria Benton.

Over the last decade a body of academic literature has emerged, suggesting that PE is in a state of neglect. As a result of this, numerous researchers state that the National Curriculum for Physical Education (NCPE) is therefore being delivered ineffectively in primary schools. This thesis makes a contribution to the knowledge produced by recent studies by examining the perceived influence of Adults Other Than Teachers (AOTTs) in West Midlands Primary Schools on PE and school sport.

The data were collected within the West Midlands area between January and July 2011. Nine schools and nine coaching companies participated in the study and data were collected using questionnaires and follow up interviews for selected participants. In keeping with previous studies on PE and school sport, foundation chapters are concerned with the factors affecting teacher's confidence and competence to teach PE and school sport and the consequent increase in the number of AOTTs to combat this. Closer scrutiny highlights a number of emergent themes which provide basis for more detailed discussion later in the study.

Data indicates that the use of AOTTs is perceived to impact PE and school sport in the West Midlands area and in support of previous research, the use of coaches continues to be widespread. Similarly, like previous research, key factors such as poor childhood experiences, lack of motor ability, poor Initial Teacher Training (ITT), insufficient content knowledge and a negative attitude towards the subject remain issues surrounding the implementation of AOTTs. With an ever changing curriculum, schools are facing constant battles to achieve set curricular demands. This research therefore suggests how teachers and coaches, in this case study, could best be utilised to ensure a high quality of PE and school sport is delivered in their schools in the future.

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Abbreviations.

AOTTs - Adults Other Than Teachers

B.C. - Before Christ

CST - Community Sports Trust

CPD - Continued Professional Development

GCSE - GCSE General Certificate in Secondary Education

ITT – Initial Teacher Training

NCPE - National Curriculum for Physical Education

NGB - National Governing Body

OECD PISA - Organisation for Economic Co-operation Development

Programme for International Student Assessment

MSN – Microsoft Network

PDM - Partnership Development Manger

PE - Physical Education

PESSYP - PE and Sport Strategy for Young People

PESSCL - Physical Education, School Sport and Club Links

PLT - Primary Link Teacher

PPA- Planning, Preparation and Assessment

SEN - Special Educational Needs

SSCo - School Sport Co-ordinators

SSLT - Special School Link Teacher

SSP – School Sport Partnerships

WSP - Whole Sport Plan

Chapter One: Introduction.

1.1 Introduction.

Primary schooling holds the key to maintaining lifelong physical activity (Green, 2002; Scottish Executive, 2003; Jess and Dewar, 2004; Lee *et al.*, 2007). According to the Office for Standards in Education (Ofsted (2013)), Physical Education (PE) is part of every child's entitlement to a high-quality education and it is argued that PE is a vital part in a child's development (Capel and Piotrowski, 2000). As a consequence, PE in primary education is compulsory in England and Wales (Griggs, 2007b) and furthermore, researchers have stressed the importance of the benefits of physical activity on the development of children in a number of domains: physical, affective, social, and cognitive (Bailey, 2006; Fleming and Bunting, 2007; Morgan and Bourke, 2008). However, Green (2000) states that it is a subject that is extremely difficult to define. For instance, it is believed by various teachers that PE is merely a simple equation; Sport + Games = PE (David, 1999) and it has become apparent through literature from the past decade that PE is in a state of neglect (Griggs, 2007a, 2012a). As a result of this, numerous researchers state that the National Curriculum for Physical Education (NCPE) is therefore being delivered ineffectively in primary schools (Gilbert, 1998; Harrison, 1998; Oxley, 1998; Davies, 1999; Revell, 2000; Speednet, 2000; Warburton, 2001; Wright, 2004; Griggs, 2010, Blair and Capel, 2011). Manifestations of this are suggested by Ofsted as the lack of challenge within PE lessons, the focus on performance, the domination of games and poor assessment (Ofsted, 1999; 2005; 2009a). More recent

findings have raised concerns about the increasing levels of childhood inactivity Templeton, (2010) and Metcalf *et al.*, (2011) believe that obesity is a result of physical inactivity. Thus offering a suggestion as to why attempts to tackle childhood obesity through promotion of physical activity and PE, have been largely ineffective. Such deficiencies were further amplified with the government initially requiring schools to provide only two hours of high quality PE and school sport each week through the introduction of the Physical Education, School Sport and Club Link (PESSCL) strategy (DfES/DCMS, 2003).

In 2008 the expectation on staff to increase their delivery time was raised further. With the injection of another three quarters of a billion pounds, the PE and Sport Strategy for Young People (PESSYP) scheme, which was pledged to create a new 'five hour offer' for all pupils (DCSF, 2008), was introduced. In order to meet such ambitious targets, the number of AOTTs used in primary schools has increased dramatically (Lavin *et al*., 2008). Research has identified that coaches are predominantly delivering PE lessons (Griggs, 2010; Blair and Capel, 2011; Smith, 2013) and this trend has arisen from coaches initially being employed to deliver extra-curricular activities, then later being asked to deliver PE (Blair and Capel, 2008a and b; Griggs, 2008). Concerns of such a shift in delivery were raised earlier by Griggs (2007: 66) who indicated that such a move would do ‘more harm than good by embracing the sporting community within a system that they do not understand’. Griggs (2010) later identified an apparent willingness of teachers to give up PE, alongside reduced confidence and competence in the

subject. They therefore became key contributing factors in the employment of coaches in primary schools. Blair and Capel (2011) also identified this trend in their research and they conducted a study around a Continued Professional Development (CPD) course to try to adequately equip coaches with the knowledge and understanding to deliver PE to the desired standards. More recent research by Smith (2013) also identified similar findings, with coaches being used more frequently to deliver PE and consequently the effects that their use was having on both the perception of coaches' ability to deliver high quality PE, and a teacher's role within the subject. Despite these studies into the use of AOTTs in primary schools, and the continued development of government policies and strategies, little is still known about the specific cases of schools that use them to deliver all, or part of their curriculum.

This topic has been chosen as I myself have been a coach and have been required to assist schools with school PE, extra-curricular activities and to cover Planning, Preparation and Assessment (PPA). In order to identify the perceived influence of AOTTs on PE and school sport, the following research question will be answered: What is the perceived influence of Adults other than Teachers on PE and School Sport in West Midlands Primary Schools? Although this research is subjective, it will not be able to be directly generalised beyond the chosen schools. It will however, identify how AOTTs, in this case study, are perceived to influence the delivery of PE and school sport in their schools.

Following the introduction, in **chapter two**, the historical content for this study is detailed; first, looking at sport in civilisation and its development as a subject in our current education system, then the changes that have occurred to the delivery of PE and school sport through the decades. Following this, the research examines the strategies and policies that have been implemented to improve the standard of PE and school sport and the developments in the National Curriculum that our primary schools follow today. It then continues to look at the implication that these strategies have had on the employment of AOTTs and ITT to support staff within PE and school sport. Finally, the research discusses the perceived influence that AOTTs have had on teachers' confidence to deliver PE and school sport within the curriculum.

In **chapter three**, the significant literature that has been the basis for this research project has been analysed, and similar approaches that were used to gain a greater insight into the use of AOTTs in primary schools have been replicated. Their research methods have provided justification for their use in this research project and with minor adaptations made to suit the research, a qualitative case study that distributed questionnaires and interviews to teachers and coaches in the West Midlands area were used. All data collected were transcribed and coded using open then axial coding for later analysis. Ethical considerations surrounding the research have also been addressed throughout the research and fine details are included throughout this chapter to ensure that the study can be replicated to assist with further research.

In **chapter four** the perceived influence of AOTTs on PE and School Sport in West Midlands Primary Schools is discussed. It explores childhood experiences, lack of motor ability, insufficient ITT, PE content knowledge, teachers' attitude towards PE, the increase in the number of AOTTs in primary schools and AOTTs perceived influence on PE and school sport. This chapter reiterates findings from previous research, and based on the new data collected, it summarises how each of these categories is influenced by the increased use of AOTTs, in the chosen schools, within the West Midlands area.

Finally, in **Chapter five**, the findings of the research are concluded with the use of AOTTs in schools becoming a common trend within the schools used in this case study. It identifies how head teachers are enlisting the help from AOTTs to deliver all or part of the NCPE, which has been initiated in the hope that schools will be able to meet the government targets of five hours of PE and schools sport to help produce Olympic and Paralympic athletes of the future. This section refers to prior suggestions made by Griggs (2010), Blair and Capel (2011) and Smith (2013) and recommends further actions that the chosen schools may choose to take in order to improve the quality of PE and sport in their schools. However, this section also reemphasises the concerns raised by the inconsistent terminology of sport and PE proposed by government strategies, and the implications that this confusion may have on the coaching or teaching styles of individuals in the curriculum of the future.

Chapter Two: Literature review.

2.1. Introduction.

In order to gain the 'fullest' picture of the primary PE landscape, this literature review will examine and critically evaluate where physical activity first originated in civilisation, the changes that occurred throughout history and how these were implemented into primary schools. Amongst these, the research delves into the National Curriculum and government policies surrounding PE before identifying the use of AOTTs in primary education and the perceived influence they are having on Primary PE and extra-curricular activities that we currently have today. The review conducted will identify any gaps in previous research surrounding these issues, and will allow further study into the recurrent use of AOTTs in primary PE and school sport to help meet increasing government standards. In order to do this, this section will look at the history of sport, the history of PE, Government strategies to improve PE and school sport, ITT, Teacher confidence and CPD, an increase in the number of AOTTs in primary education and finally empirical research.

2.2 The history of sport.

'Human education is as old as humanity' (Van Dalen and Bennett, 1971: 3) and the progress of civilisation is intertwined with the threads of education so tightly that it is assumed that one never existed without the other. Likewise, sport and physical activity have been, and will continue to be an

essential factor contributing to the context of civilisation (Mechikoff and Estes, 2002). In all parts of the world man has spent years emerging from its primitive state, and civilisation first began to emerge in the rich agricultural plains of river valleys, where food could be grown consistently in one area for generations and transport was readily available (Van Dalen and Bennett, 1971; Elliot Smith, 2007). No one geographical area receives full recognition as the birthplace of civilisation, but Rice *et al.,* (1969) believe that it began in both Mesopotamia and Egypt around the same time. The majority of written sources about the nature of civilisation and sport came before English Literature of the sixteenth century and they consisted of miscellaneous sources, moral tales, sermons and court proceedings (Brailsford, 1997). Elliot Smith (2007) found evidence to clearly suggest that the origin of agriculture was in Egypt, where inhabitants of the Nile imitated nature and built artificial channels to bring water from the rivers to increase their barley crop, thus creating our earliest farmers and signs of civilisation.

Fortunately, there are numerous pictorial sources to give insight into the way that our ancestors played; in Egypt records date back to as early as 5000 B.C. where Egyptian temples and tombs carry records chiselled and painted on hard stone, which tell stories of the way that they lived and played (Nearing, 2004; Seignobos, 2006). In Egypt, physical activity was not a focus in their education system as they were generally not conquering people and therefore instead of promoting a military style drill for their citizens, people were required to acquire the skills of their professions (Van

Dalen and Bennett, 1971). From paintings, vases, mosaics and writing, it became apparent that they preferred gymnastics, wrestling and dancing games, often to honour the Gods, as well as swimming, bull fights and ball games for men, women and children (Rice *et al.,* 1969). These became part of a vigorous part of training for war to develop speed, suppleness, strength and agility and were combined with the teaching of weaponry and hunting to protect their kingdom (Van Dalen and Bennett, 1971). Alongside this, dance became popular for all in Egypt and whilst the upper class performed religious dances, common people participated in a variety of folk dances (Rice *et al.,* 1969; Brewer, 2005). Hill (2011) supports this as he believes that the origins of sport are often found in the rain making and fertility rituals of ancient times and Brewer (2005) continues that dancing of civilised people has been traced back to the early Egyptians.

Following the development of civilisation in Egypt, in 1000 B.C., Greece became the first European land to become civilised and urbanisation began at a rapid rate (McIntosh *et al.,* 1957). In Ancient Greece, the mountains divided the inhabitants into independent groups called city-states (Rice *et al.,* 1969) and it was here that citizenship and civilisation were closely linked. This link determined the class of societies, differentiating them into richer and poorer groups, the more and the less leisured (McIntosh *et al.,* 1957). McIntosh *et al.,* (1957) continue that the type of leisure people received was based on their civil duties, some requiring more organised educational systems which were developed from more traditional, primitive forms that survived tribal times. Every citizen was however described by

Rice *et al.,* (1969) as a soldier and physical fitness was therefore a necessity. Early Greek exercises consequently prepared people for the conduct of war. Support for this ideology is shown in Greek vase paintings, which according to Poliakoff (1987) gave vivid illustrations of Greek sports that were often combat sports. The Greeks believed physical fitness was imperative and as a result children were examined at birth leaving only those that were healthy and strong to be raised by their mothers, the others were ruthlessly executed by the elements (Van Dalen and Bennett, 1971). Gardiner (2002) states that Greek education was made up of music and gymnastics, to train the mind and the body, and from the age of seven boys spent the majority of their time in institutionalised palaestra, formally known as a 'wrestling school' and gymnasiums which were outdoor training grounds. The Spartan regime consisted of mostly military training including running, hiking, leaping, fighting, boxing, wrestling, swimming, hunting, playing ball, riding bareback, discus and javelin throwing and competing at pancratiums (Van Dalen and Bennett, 1971; Golden, 1998; Hill, 2011). Miller (2004) supports that sport and physical fitness for Greeks, particularly the men, was of upmost importance. With sport came competition, and in 776 B.C the Olympic games were consequently founded (Mechikoff and Estes, 2002). The Olympic games gave the Spartan youth a chance to demonstrate their abilities (Golden, 1998) and the real prize was the honour of victory. Although the Greeks offered institutionalised schooling, they were training schools that prioritised physical fitness in order to produce citizens that demonstrated the skills necessary for war.

Another nation that prioritised physical fitness was the Romans. It was the duty of their citizens to serve the nation and they were warlike and ambitious with physical training being regarded as a necessity (Rice *et al*., 1969). McIntosh *et al.,* (1957) said that war was a Roman citizens main occupation, and regardless of whether he were a senator or even a knight, his career at some point would consist of military service which he needed to be physically prepared for. In the early Roman Empire there were no schools, therefore moral and physical training of children was left to their fathers, who were often soldiers. This training differed slightly to that of the Greeks as they did not understand their view of gymnastics being used for grace, beauty and the development of man, instead the Roman games and exercises were simply to develop strong and skilful warriors (Van Dalen and Bennett, 1971). Their activities included running, jumping, wrestling, riding, swimming and ball games and Rice *et al*., (1969) continues that they also practised long marches with heavy equipment such as a spear, helmet, sword, breastplate, tools and food for seventeen days. Amongst these activities, McIntosh *et al.,* (1957) states that the Romans, unlike any other nation before, invented and classified exercises that had specific and noticeable effects upon the human body. Like Greece the Romans too had celebrations, but Athletics which made up so many of the Greek festivals were not popular, instead brutal gladiatorial combats were better suited and unlike the Greeks they did not perform themselves; the participants were made up of slaves and professionals (Plass, 1995). Mechikoff and Estes (2002) believe that these festivals emphasised brutality and prepared men for war better than the Grecian style of competition. By 255 B.C. the

majority of Italy had been conquered by the Romans (Lomas, 1993) and this success was no doubt down to their physical training of their youth. They soon gained power throughout the world and it was with this power that they recognised the importance of schooling. The Romans created institutions where they used Greek slaves to deliver a variety of activities; reading, writing, calculation, Greek language, oratory, law, literature of Rome and Greece (Rice *et al*., 1969).

In medieval times, physical activity was mostly related to the past times of the rich, and the upper class did not participate in activities with the lower classes (Hill, 2011). Towards the end of the twelfth century, play was a common pastime for the general public; throughout Easter there were cock fights and boar fights followed by further entertainment in the form of foot, hand or club games. In summer activities included dancing, leaping, shooting arrows, wrestling and shield practice and winter bought about sledging, sliding and curling (Wigglesworth, 1996). Wigglesworth (1996) continues that the most popular activities participated in during this time were extensions of children's games, often using equipment that was readily available such as sticks and stones. Despite these findings, Brailsford (1997) states that medieval writers have left scattered and limited evidence of peoples play and physical activity, most of which was undertaken by noblemen or churchmen who played on church yards or fields. It was not until the seventeenth century that England in particular began to see noticeable changes in the way that physical activities were undertaken.

Historians state that in England sport changed over a period of 150 years, between 1750 and 1900, from traditional to modern sport (Hill, 2011). Horne *et al.,* (1995) stated that from the 1840's important economic and social developments in Britain began to take place through the development of the railway system, reduction in working hours, half-day Saturdays for leisure and an increase in earnings. Thus providing a setting where modern sport could emerge. Sport in Britain was therefore seen as the product of two major social forces; muscular Christianity from Public School cults and the industrial revolution (Graydon, 1983). Alongside this, Mangan (1981) believes that in the mid eighteenth century the middle class began to grow in size and prosperity, and consequently they began to loose patience with the restricted educational and occupational opportunities available to them. This led to the reform of the public school where Thomas Arnold represented to many mid-Victorian middle class citizens a noble educational ideal; creating Christian gentlemen and producing 'champions of righteousness' (Hill, 2011). Muscular Christianity was as a result developed and it is described as a concept that personified Public School morality, emphasising physical fitness, conformity to the needs of the team and discipline (Graydon, 1983; Murphy, 1997; David, 2008). The games field therefore became the birth place of Muscular Christianity and Watson *et al.,* (2005) argue that the birth of Muscular Christianity in Victorian Britain forged a sturdy link between sport and Christianity, which to the current day had never been broken. In the making of modern sport in Britain, the term "athleticism" was given which represented the development of amateur sport and the values it proposed (Horne *et al.,* 1995). Alter (2004) continues that it is important to

understand that through Muscular Christianity muscle development and athleticism were implemented as a means to an end; character development, morals, ethics and devotion to their God and Country. In order to support this movement and help young men find God through prayer and bible study, the YMCA (Young Men's Christian Association) was first launched in London in 1844 by Sir George Williams (Old, 2008; Philips, 2008). Despite this, Old (2008) states that the puritans were suspicious of sport, which they associated with drinking and gambling, and distinguished it as a waste of time from prayer and work. The role of sports and games in the YMCA remained a topic in which an active debate continued as support for their utilitarian values where contradicted by the ideology that they were morally degrading; persons who believed the body was a temple were criticised for allowing sport to become a distraction from the church (Garnham, 2001). Unlike McIntosh (1979), some individuals did not see the positive equation between PE, particularly competitive sport and team games, with moral education and the ability to produce disciplined individuals with a set of socially acceptable moral values. This however became more apparent towards the end of the eighteenth century and following this, in the early nineteenth century, a minority of ministers began to take an interest in sport. As time progressed, Muscular Christianity evolved into a kind of nationalist masculine athleticism and with the help of the YMCA the invention of modern Physical Education commenced. Mangan (1981) continues that Athleticism strongly influenced schools between 1860 and 1940 and it was here that the first syllabus for physical training was developed.

2.3 The history of PE.

In the UK, the first official syllabus for any kind of physical activity in schools dates back to as early as the beginning of the nineteenth century. The government produced a prescriptive syllabus that could be delivered by teachers with no experience of physical training and it was based on a series of Swedish exercises that was used by the British Armed forces (Board of Education, 1904). It was named the Syllabus of Physical Training and it became the turning point between the syllabuses of the past and the PE of the future. It was believed that it would greatly benefit the physiological functioning of the body during a period when disease, poor hygiene and malnutrition were spiralling out of control, and consequently the government of 1906 set out to change this (Griggs, 2012a). Griggs (2012a) continues that by 1908 it had become the responsibility of the Medical Department of the board of Education to ensure that physical training was being delivered in elementary schools throughout the country, and by 1909 the term PE began to become more widely used in the field of education.

As the health benefits of PE became more recognised, the development of more adequate facilities followed, enabling the facilitation of better teaching. As time passed the syllabus was reassessed and the implementation of new aims was made to incorporate the delivery of gymnastics, games, swimming, dancing, free play, walking and sports for children up to the age of twelve (Board of Education, 1933). It was this syllabus that made the initial recommendation of one lesson of physical activity, for a duration of twenty minutes, and it became an established part

of the curriculum. From the 1960's there began to be a change in the method of teaching, delivery moved from being military based to becoming more child centred in its approach (McIntosh *et al*., 1981). From this, two influential documents, the Plowden Report (CACE, 1967) and the 'Black Papers' (Cox and Dyson, 1969a and b), were written to represent differing viewpoints in the methods used when delivering PE.

The child centered approach was summarised by the Plowden Report as it gave focus to the needs of children (CACE, 1967: 1987), incorporated greater involvement of parents and gave schools the freedom to choose their own curriculum ideas (Oliver, 2004). On the other end of the continuum, the Black papers proposed a curriculum that according to Harnett and Vinney (2008), was subject focused and teacher directed. These differing viewpoints created great controversy between educationalists and consequently led to the development of a document that would shape the future of PE in education. In 1992, the Education Reform Act (ERA (1988)) provided a National Curriculum for England and Wales in which core and foundation subjects were elected. Maths, English and science were core subjects and PE was amongst one of the six foundation subjects (DES, 1991). The National Curriculum for PE (NCPE) was comprised of six areas; athletics, games, gymnastics, dance, outdoor adventurous activities and swimming (Waddington *et al*., 1998; Penney, 2000; Capel and Gower, 2004; Smith *et al.*, 2007). Within each activity the programme was extremely detailed, with reference made to the delivery of activities, Special Educational Needs (SEN) provision, progression, assessment, cross curricular links, end of Key

Stage statements expressing the proposed pupil attainment for each activity (DES, 1991) and it provided the basis for planning schemes of work (NCPE, 1999).

Despite the National Curriculum giving rise to greater breadth, it soon became apparent that the requirements were just too much to fit into a school timetable (Campbell and Neill, 1992; Webb, 1993). As a result of this, the National Curriculum was reviewed and although the breadth of the curriculum remained the same, the content of each subject was condensed (Rawling, 2001). Spiraling from this was the publication of 'Raising the game' (DNH, 1995), which highlighted the importance of team games and sports in PE. The revision of the 1995 National Curriculum therefore became, according to some, a narrow curriculum experience where games were of paramount importance and other activity areas became inferior (Penney and Evans, 2005; Green, 2008).

In 2009 Sir Jim Rose explored a design for planning the primary curriculum; it was called the Rose Review (Duncan, 2010a). The Rose Review was designed with the desire for all pupils to gain essential knowledge and key skills, reach high standards of attainment (Rose, 2009a), narrow the attainment gap between disadvantaged pupils (Rose, 2009b) and make greater use of spoken language and drama in reading and writing (Duncan, 2010b). Silcock (2010) believes that the Rose Review had a number of valuable recommendations that deserved implementation in the curriculum,

primarily the gradual, three-phase shift towards subject-based studies from play-based practices. Despite the numerous strengths associated with the implementation of the Rose Review, Hynds (2007) suggests there was limited research backing the approach and universal opposition to its implementation. Rose's proposed curriculum was to become statutory in 2011 and although schools had began to consider and make plans for its implementation, the election of a new Conservative/Liberal Democrat coalition saw the rejection of the proposed revision of the English primary curriculum based on the Rose Review (Richards, 2010).

Despite schools now having more good and outstanding PE than a previous survey in 2008, more recent studies reemphasise a greater need for high-quality PE (Blair and Capel, 2011). Ofsted (2013) state that there is not enough Physical Education in PE, it is not taught in depth, there is limited access to competitive sport and there is around one third of primary schools and one quarter of secondary schools who have been identified as needing improvement in this subject area. Consequently, in 2011 a new National Curriculum for primary PE was drafted by the DfE (2013a), and this time it was led by Michael Gove, the former Education Secretary. There is no question that teaching standards have increased in the UK in recent decades and the current cohort of trainees is one of the best we have ever had (Clarke and Pye, 2012; DfE, 2012), but the Organisation for Economic Co-operation Development Programme for International Student Assessment (OECD PISA) survey conducted in 2006 showed that as a country we had fallen from 4th in the world to 2000th (DfE, 2012). More recent data collected in

2012 by OECD PISA (2012) showed that the UK, compared with the thirty-four OECD countries that participated in the 2012 PISA assessment, performed around average in mathematics and reading, but above average in science. When compared with PISA 2006 and PISA 2009, there was no change in performance in any of the subjects tested (OECD PISA, 2012). This emphasised the struggle that we as a country face when reviewing the ever changing policies and strategies linked to our National Curriculum. Sargent *et al.,* (2010) state that many organisations have views of what they believe should be taught and what to implement to improve standards, however their review showed that we can look to other countries for help. For instance, they continue, if we look at how other countries manage their National Curriculum we should be reassured; we are not alone in seeking to reduce prescription and giving teachers more freedom to deliver what they want. Also Sargent *et al.,* (2010) identified that a key driver for many countries in the reform of the National Curriculum was the challenges for children growing up in a dynamic, rapidly evolving world and therefore being able to strike a balance between what should be taught and preparing children for adult life. This will remain problematic and was recognised by Mr Gove, who believed that we need to learn from those countries that outperform us educationally (Richardson, 2010). Consequently, he proposed a review of what children should be taught. It incorporates more time to be spent on PE and a greater focus on competition and skills in a broader range of activities. Games for instance has become more specific with activities to be taught now being listed; football, netball, rounders, cricket, hockey, basketball, badminton, tennis and rugby (DfE, 2013a). Similarly to other

counties, Mr Gove, the former Education Secretary, supported this prescription as he wanted to reduce unnecessary prescription by slimming down the curriculum so that it reflected the essential knowledge that children needed to learn (BBC, 2011).

Since 2010, when Michael Gove called for a new direction in school sport and what children should be taught, there has been a selection of significant changes in government policy. Although the use of casual terms such as PE and sport may appear insignificant, Adams and Griggs (2005) believed that policy makers are portraying mixed messages about the direction in which the policy is encouraging us to take. For instance it appears that Michael Gove called for a new direction in the way that physical activity should be delivered in primary schooling – through Olympic style games (Bardens *et al.,* 2012). As a consequence, Mr Gove approved the discontinuation of funding for School Sport Partnerships (SSPs) by March 2011 to encourage more competitive sports (Bardens *et al.,* 2012). Although the programme supported joint initiatives between primary, secondary and specialist state schools, ministers argued that it had not done enough to increase youngster's involvement in competitive sports (BBC, 2012). As a result the government faced criticism from both teachers and athletes regarding the funding cut. Consequently, the funding was extended until August 2011 to encourage the engagement of youngsters in competitive sports. By continuing the funding, Kelso (2012) suggested that Mr Grove had unavoidably tried to greater exploit the expertise of sports clubs and

ultimately increase their links to schools. Inevitably, this supports the ideology that Mr Gove was encouraging a shift in the delivery of physical activity in primary schools to create sporting habits for life (DCMS, 2012).

Due to changes in policy direction, a National Curriculum review was implemented in September 2014 (Parker and Vinson, 2013). Mr Gove believed that there was currently too much focus on teaching methods and not enough on content; instead there was a clear emphasis on knowledge and priority given to school subjects (Young, 2011). As a result Mr Gove wanted to reduce unnecessary prescription by slimming down the curriculum so that it reflected the essential knowledge that children needed to learn; the new review chose fewer compulsory subjects, with ministers indicating only four that must be studied: English, maths, science and PE and they were introduced from September 2013, with other subjects to be brought in, in the following year (BBC, 2011). As talks around PE became more frequent, with ministers concerned about the lack of young people participating in competitive sport, talks about reforming PE in the National Curriculum began. However, Gove is no longer in this position of influence as he left his role of Education Secretary earlier this year as part of a cabinet reshuffle by David Cameron (BBC, 2014; TES, 2014). He was replaced by Nicky Morgan, who was previously minister for women and equality, but her impact on the future of education is not yet known (TES, 2014).

The Coalition Government however, was committed to reforming sport in

schools to create a lasting Olympic legacy (DfE, 2010; Woodhouse, 2010; Roan, 2013; Woodhouse and Cannings, 2013) and it was confirmed in 2011 that funding from the lottery was being provided to develop a new 'Olympic style' of school games (Bardens *et al.*, 2012). This was followed by the announcement in 2012 of the new Youth Sport Strategy, named 'Creating a Sporting Habit for Life' (DCMS, 2012). DCMS (2012) states that this document intended to use cultural and sporting activities to improve the quality of life for all and to use the Olympics and Paralympics to create a lasting legacy of sports participation in the communities of Britain. Bardens *et al.*, (2012) said that this one billion pounds, five year strategy would deliver on Lord Coe's promise to inspire a generation to participate in sport and should see an increase in the number of school based sports clubs with links to Sporting Governing Bodies. Talks from the DfE (2013b) support these ideas and continue to build upon the current policies to improve coaching for the youngsters and inspire the Olympic and Paralympic stars of the future. Fellows (2012), as cited in Parker and Vinson (2013), states that the revised National Curriculum will go some way towards reinforcing the emphasis on traditional, competitive sporting activities, whilst keeping people playing sport safely from a young age and help them to maintain participation in sport throughout their life. Yet on the other hand, criticisms toward the implementation of curricular structures and teaching approaches that are limited to the performance of techniques and competitive success have been suggested. Griggs and Ward (2012a) found that as a result of this approach PE has struggled to maintain its educational status and this has been made worse by consecutive government policies and strategies

embedded within the discourses of traditional competitive sport. Alongside the revision of the National Curriculum, talks amongst the government discuss the forever developing strategies and policies that run alongside it to further improve the quality of the delivery of PE and school sport within our primary schools.

2.4 Government strategies to improve PE and school sport.

The level of school sport and PE lies in the redefinition of the role of PE and emphasises that it is recognised as playing an important role in achieving broader educational objectives: community development, promoting attitude and behaviour change and whole school improvement (Houlihan and Green, 2006; Cale and Harris, 2005). Houlihan and Green (2006) continue that there would not be such high levels of investment in PE and school sport if it did not impact the educational agenda. It therefore set a target to increase the number of pupils participating in two hours of activity to be as high as seventy-five percent by 2006 (Youth Sport Trust, 2010; Houlihan and Green, 2011) and this allowed schools to better meet the requirements of the NCPE and further encouraged participation in sporting activities.

In October 2002 there was a government injection of a million pounds to both transform PE and school sport and to improve the sporting facilities in schools across England (Bardens *et al.,* 2012). The introduction of the PESSCL strategy was implemented by the Department for Education and Skills (DfES) and the Department for Culture, Media and Sport (DCMS) (Smith *et al.,* 2007) and it required schools to provide at least two hours of

high quality PE and school sport each week (NCPE, 1999; DfES/DCMS, 2003). The plan was to be delivered through a selection of eight programmes: specialist sport colleges, school sport co-ordinators, gifted and talented programmes, QCA PE and school sport investigations, Step into Sport, professional development, school club links and swimming (Houlihan and Green, 2011). At the heart of the strategy was the Partnership Development Manger (PDM) who was responsible for organising others who ran the strategy in their own schools: School Sport Co-ordinators (SSCo) in secondary schools; Primary Link Teachers (PLT) in primary schools; Special School Link Teachers (SSLT) in special schools (Bardens *et al.,* 2012). The DfES (2003b) stated that schools were required to work closely with coaches in order to lead high quality sessions, and coaches played a key role in the delivery of extra-curricular activities. As part of the scheme the DfES (2003b) continues that major changes for coaches would occur, including their education, employment and deployment; providing more coaches to work before, during and after school to work alongside teachers or even take on their current activities. Capel and Whitehead (2013) support that this strategy has shown to engage more learners in PE than a decade ago, however they criticise it as they feel that the quality and impact on lifelong participation remains questionable. Despite this, the success of this strategy is shown by Ofsted (2005b) and Wright (2008) who identified that in 2007-08 there were ninety two percent of pupils in schools that were following the SSP scheme participating in at least two hours of PE and school sport compared to the seventy six percent in 2005-06. In 2009 Ofsted (2009b) published a report that reemphasised the success of the PESSCL

strategy as it claimed that it had a major impact on PE and had seen an increase in the number of children participating in after school activities. Further support is shown in data reported in the 'PE and sport survey 2008/09' published in 2009 (Quick *et al.*, 2009), as it showed that since the implementation of the PESSCL strategy there has been a consistent upward trend in the number of children participating in high quality PE and extra-curricular sport. This reflects the hard work of teachers and AOTTs within the partnership.

In 2005 the expectation on staff to increase their delivery time of PE was raised further with the introduction of the PESSYP strategy (Lavin *et al.*, 2008) and it was pledged to create a new 'five hour offer' of high quality PE and school sport for all pupils (DCSF, 2008). It was part of the government's Every *Child* Matters; Change for Children strategy (DfES, 2003) and had clear goals to enhance the range and quality of teaching and learning for talented youngsters in PE (Jenkins, 2010) in order to boost their aspirations, attainment, motivation and self-esteem (Grout and Long, 2009). To identify and support gifted and talented pupils in PE, a list of definitions was produced and the PESSYP definitions relate to five contexts of ability: physical, social, personal, cognitive and creative (Jenkins, 2010). As part of this initiative each child was to have access to regular competitive sport, coaching to improve their skills and enjoyment, a choice of different sports, pathways to club and elite sport and opportunities to lead and volunteer in sport (Sport England, 2009). Quick *et al.*, (2010) and the NOSSP (2010) surveyed the impact that this initiative had on schools and showed and

increase in the number of children participating in at least three hours of high quality PE and out of hours school sport in 2009/10, than in 2008/09. Despite this, Ofsted (2009a) found that although children were found to enjoy sport more, participated in more competitive activities and allowed more time for PE, the PESSCL and PESSYP strategies had had a negative impact on the outcomes for pupils as children continued to leave school without reaching the standards they were capable of.

Running alongside the PESSYP strategy was an extended schools initiative named "dawn to dusk". It was proposed by Ruth Kelly, the Education Secretary, in 2005 to allow schools to open from eight am until six pm (Hennessy, 2005). The BBC (2004) said that this government plan would provide additional childcare for working parents and would allow for schools to offer a variety of extra-curricular activities; sport, language clubs, drama groups and educational visits (Hennessy, 2005; Griggs, 2007b). This allowed greater time for sports coaches to be utilised either before or after school and helped schools to meet the five hours of high quality PE and school sport outlined by the PESSYP strategy. Although concerns were initially raised about who would fund and deliver the initiative, the Extended School Annual Report 2007/08 (NEELB, 2008) reinforced how successful the programme was in assisting schools to raise standards, and through working in partnership with the PDM, children, their families and the community reduced levels of under achievement and supported current PE and school initiatives.

Whilst implementing government initiatives effectively, head teachers, according to Rainer *et al.,* (2012) play a fundamental role in establishing and maintaining links with external bodies to help develop and integrate a PE programme into their schools. In their study however, some of the participating head teachers viewed PE as an additional burden to an already overcrowded curriculum, and consequently gave responsibility for the development of the PE policy, curriculum content and appropriate delivery structure to the nominated school PE coordinator. This was seen as good practice in a report conducted by HM Inspectorate of Education (HMIE, 2003), who suggested that head teachers that effectively involved staff in the development, planning and policy making for PE, could strongly contribute to increasing motivation and inspiration of their staff towards the delivery of the subject and its surrounding policies and strategies.

Following the PESSCL and PESSYP strategies, the funding for SSP was withdrawn and it was replaced by a new initiative – 'Creating a Sporting Habit for Life'. Griggs and Ward (2012b) however, believe that the SSP have been replaced through the reinstatement of an inferior game structure. Whilst Mackintosh (2012) reiterates a similar belief, they too feel that this initiative will reduce specialist support for primary teachers. On the other hand, this initiative, which was developed by the Youth Sport Strategy in 2012, was introduced to improve PE (DCMS, 2012); it was produced in order to build upon the successes of SSPs and make a contribution to the sporting legacy left behind by the 2012 London Olympics (Ofsted, 2013). Whole Sport Plan (WSP) investment aims to have transformed sport in

England by 2017 so that it becomes a habit for life; with more people taking on and keeping a sport for life, more opportunities for young people, the right facilities in the right place, nurture and development of talent, support for local authorities and greater opportunities for communities (Sport England, 2012). Sport England (2012) states that the WSP intends to raise the percentage of fourteen to nineteen year olds playing sport and reduce the number that are currently dropping out of sport, and therefore 60% of funding will benefit young people with the remaining 40% being used for the rest of the adult population. Money will be used to ensure that every secondary school in England will be offered a community sports club on its site with a direct link to a National Governing Body (NGB), which as part of this plan must provide a strong transition programme to create better links from school sport to club or community sport (Bardens *et al.,* 2012). Alongside this, county sports partnerships will be given new resources to assist with school and club links, secondary schools will be encouraged to open their facilities to the community, further education colleges will be offered a full time sports professional with universities being offered new sporting opportunities and an investment of £100m will be allocated to the development of facilities (Price, 2012).

With more facilities and initial encouragement into sporting participation throughout life, further talks led to yet another development in sporting policy in schools. In 2013, talks about a new school sport premium policy began. This policy, 'getting more people playing sport', was updated in 2014 and it now states that the government will spend over £450 million,

over three academic years, to improve PE and school sport (DfCMS, 2014). Between 2013 and 2016 they will allocate around nine thousand pounds to primary school head teachers, who can choose how they spend the funding. Since September 2013, Ofsted inspections have reported on PE and sport provision and therefore schools are now accountable for how they are spending the money and the impact that the money has on their pupil's participation and attainment (Enfield Council, 2013; DfE, 2014). As a result, the 'PE and Sport Premium' was implemented with the aim of helping schools to improve the quality of PE and sport offered to pupils (DfCMS, 2014). Schools received 'PE and Sport Premium' funding based on the number of children in years one to six; schools with fewer than sixteen eligible pupils receive £500 per pupil and schools with more than sixteen eligible pupils receive £8,000 along with an additional payment of £5 per pupil (DfE, 2014). Suggestions were subsequently made by the DfCMS (2014) as to how this grant could be spent. This included hiring specialist PE teachers or qualified sports coaches to work with primary teachers during PE lessons, delivering after school sports clubs and holiday clubs, providing resources and training courses for teachers in PE and sporting activities, organising sporting competitions or increasing pupils' participation in games and collaborating with other schools to run a variety of sporting activities.

As it stands this is the last initiative to be devised in order to improve PE and school sport in England and its success is not yet known. Defroand (2012) however offers suggestions that in order for the sporting legacy to be

achievable it will need to be delivered though pre-existing structures such as the PESSCL and PESSYP strategies, reemphasising their importance within PE and school improvement. However, with the funding cut to SSPs, Mackintosh (2012) identified that an area for concern is now the potential for future loss of school-community links, which are a crucial element in the developmental pathway for young people (Eime and Payne, 2009; Payne *et al.,* 2009) Macintosh (2012) therefore continues that if the government want young people to maintain sporting participation in the community, then the loss of systems, staff and processes in place to facilitate this, can only be seen as detrimental to the new initiative. Rainer e*t al.,* (2012) supports this as they continue that the success of primary PE delivery, is not solely determined by the PE specialist or policy coordinators, but instead it is highly dependent on partnership development, which leads to primary schools requesting the support and advice of external coaches, sports organisations and facility use. Furthermore, by building an elite system of Olympians on the foundations of Primary PE, according to Griggs and Ward (2012b) this offers greater opportunities to external providers who are willing to become part of the post Olympic legacy. This as a consequence, reemphasises the importance of ITT in primary PE to provide sufficient foundations for pupils increased participation in a range of sporting activities.

2.5 Initial Teacher Training.

When the National Curriculum for schools became a reality in the late 1980s the regime of school inspections by Ofsted began (Ofsted, 1992) and two

significant aspects became increasingly apparent; their reported lack of background knowledge and the effectiveness of their teaching approaches (Burton and Machin, 1999). According to Calderhead (1987) teaching is a complex thinking activity that requires a body of specialised formal knowledge. In accordance with this view in the summer of 1997 the DfEE published 'Circular 10/97', this provided very rigid requirements for classroom skills and subject knowledge in English and mathematics that student teachers must achieve to successfully obtain their qualified teacher status (QTS) (Burton and Machin, 1999). The DfEE (1997) continue that these requirements were however deemed inadequate as poor knowledge about certain core aspects of English and mathematics left teachers unprepared to learn how to teach these subjects at primary level (Burton and Machin, 1999). Consequently a revision of the requirements saw the development of 'circular 4/98' which added science and Information Communication Technology to the list of required subjects that trainees were to be taught (DfEE, 1998).

Similarly, Caldecott *et al.,* (2006a) suggests that the insufficient preparation of primary teachers to deliver subjects has led to the continued poor delivery of PE by generalist teachers, who are not specialists in the subject. In fact Carney and Winkler (2008) found that there are only a few specialist teachers in PE, which work in partnership with primary schools, and although they are perceived to produce positive outcomes research dictates that primary school teachers struggle to develop expertise in the subject. Carney and Winkler (2008) continue that the lack of time allocated to PE in

ITT has been the main contributing factor towards this and research over the past two decades supports this as it has identified that an increasing number of trainee teachers enter the profession with insufficient training in PE (Carney and Armstrong, 1996; Morgan, 1997; Clay, 1999; Warburton, 2001; Griggs, 2007b; Blair and Capel, 2008a; Carney and Winkler, 2008). Further support from Ofsted (1998) stated that the time spent on PE training has decreased since the focus on core subjects has increased. Research identifies that newly qualified teachers (NQT's) receive very little PE training. Caldecott *et al.,* (2006) state that NQT's received as little as nine hours on a Post Graduate Certificate of Education (PGCE) course and five hours on school centred initial teacher training (SCITT). Talbot (2007) found NQT's only had six hours of PE training in their ITT and more recently Harris *et al.,* (2012) emphasised this lack of training as in their study a quarter of the participants had less than ten hours training and 27% only received between 10 and 20 hours training in PE. With the majority of PGCE courses lasting only a year it is not surprising that teachers were found to feel vulnerable (Hardy, 1996 as cited in Mawer, 1996) and unprepared to deliver the range of NCPE activities (Blair and Capel, 2008b).

The sheer range of activities outlined in the NCPE appears to be a common concern amongst generalist primary teachers and Morgan and Bourke (2005, as cited in Morgan and Bourke, 2008) found a strong relationship between the quality of training teachers received in PE and their perceived confidence to teach it; teachers felt significantly less confident to teach in areas in which they perceived they had received poorer quality induction

(DeCorby *et al.,* 2005). Morgan and Bourke (2008) continue that non-specialist primary teachers have only a moderate level of confidence to teach the subject and are concerned not only with the lack of confidence exuberated, but also the insufficient qualifications within each activity area. Harris *et al*, (2012) identified that most teachers were fairly confident at delivering games activities, but lacked confidence when faced with dance or gymnastics. Coaches on the other hand are offered specialist qualification and training courses that are becoming more readily available, particularly for younger people who want to enter the profession (Coventry Telegraph, 2012). Their specialisms in certain areas are also been used to offer CPD programmes and deliver PE lessons in which generalist teachers can observe their practice. Despite this, Xiang *et al.*,(2002) found that even after observing a number of PE lessons, many classroom teachers were still under the impression that they did not possess the knowledge or ability to effectively deliver high quality PE.

Although generalist primary teachers lack confidence to, and would often rather not deliver PE lessons (Griggs, 2010), Morgan (2008) found that teachers value the importance of the subject within the curriculum. Keay and Spence (2012) reiterate the importance of the subject and believe that by PE being one of the four compulsory subjects in the National Curriculum, this may present greater support in ITT to develop generalist teacher's knowledge in PE specialisms. Whilst many ITT courses allocate little time to PE, Keay and Spence (2012) suggest that merely allocating more time may not produce superior outcomes if the content and pedagogy of the

course is not suited to the needs of the students. Haydn-Davies and Spence (2010) suggest that in order to meet students needs the courses need to take into consideration student's prior experiences and pre-conceptions. They continue that the only way to meet these needs is to liaise with schools to develop mentoring arrangements, ensure that trainee teachers are showing progression and offer qualified teachers opportunities to develop their teaching of PE. School experiences for students is therefore vital and studies have shown that trainee teachers have had none or limited opportunities to observe or practice the delivery of PE due to outside agencies covering PPA and cancelled lessons (Haydn-Davies, 2008). Thus reemphasising the lack of teacher confidence in PE and the subsequent need for more CPD in PE after completion of ITT.

2.6 Teacher confidence and CPD.

As mentioned previously most PE lessons in primary schools are taught by primary teachers, who are not certified PE specialists (Hardman, 2008), as they are required to teach across all of the NCPE areas (Petrie, 2010) and the majority of primary teachers do not possess an undergraduate degree in PE (Gower and Capel, 2004; Harris *et al*., 2012). Numerous studies have looked into the ability of primary educators to deliver high quality PE, as well as their attitudes towards the subject. Results showed that primary teachers showed a lack of PE content knowledge (Hart, 2005) and reduced confidence and motivation to teach PE (Faucette *et al*., 2002). This, combined with the belief that they lack the motor ability to perform skills

and the understandings of rules, tactics and techniques required to successfully teach the range of sporting activities covered in the NCPE, has led to teachers not feeling confident or competent to teach high quality PE (Xiang *et al*., 2002; Morgan, 2008; Morgan and Bourke, 2008).

It has been identified that the lack of training on PGCE courses results in low levels of teacher confidence (Hobson *et al*., 2006; Capel and Blair, 2007; DeCorby *et al*., 2005; Griggs, 2010; Harris *et al*., 2012), which Capel and Katene (2000) feel is also related to poor prior experiences, lack of qualifications and poor knowledge on entry onto their PGCE course. Gower and Capel (2004) continue that if a teacher's knowledge is limited then subsequently their pupils learning will also be limited. This is supported by Schempp *et al*., (1998) who believe that expertise within a subject helps teachers to recognise problems in pupils learning, plan easier, plan in detail, develop instructional strategies and increase comfort and enthusiasm. Further research supports this as it highlights that teachers who possess good PE content knowledge and felt that they were physically competent, were able to encourage more positive student engagement in PE lessons (Ryan *et al*., 2003; Capel, 2007). Similarly, research by Lavin *et al*., (2008) identifies that coaches had better subject knowledge and enthusiasm than teachers and subsequently this has led to the opinion by some teachers that sports coaches are more superior in the teaching of PE and are glad to be rid of it (Griggs, 2008; Ward, 2012). This suggests that an area for development is the PE content knowledge of primary teachers and supporting them to feel more confident about themselves when participating in sporting activities.

Improving the professional development of primary teachers is the main solution for raising attainment in pupils (Capel and Blair, 2007; Kaitell, 2008; Keay and Spence, 2012) and therefore if greater content knowledge and support to raise confidence is incorporated in CPD programmes, Petrie (2010) believes that this will help improve the quality of PE and school sport in primary schools. Harris *et al*., (2012) conducted research into CPD programmes and through the PESSCL strategy and its TOPs programmes, participants were sent on 4 hour courses in TOP play and TOP sport. Here they received resources including a handbook, teaching cards and PE equipment. Findings showed that whilst they were helpful to the teachers, and therefore partially effective, with its limited duration and engagement with teachers, a profound reliance on resources and no planned follow-up support, they were consequently no different to any other CPD programme described in previous literature as 'ineffective'. Although these programmes focused on pupils achievement, it became apparent that it is not only important to focus on teacher's knowledge of a subjects content, but also how pupils understand and learn it (Walkwitz and Lee, 1992; Rovegno, 1995; Cohen and Hill, 2001; Hart, 2005).

Most teachers have a limited view of what CPD is and to most it is going on a course (Armour, 2006) which consists of passive forms of learning such as listening to lectures or presentations (Pedder *et al*., 2008). Although these may be classed as CPD, Armour (2010) suggests that they are disconnected from previous learning and consequently offer few benefits to students. Teachers, as a result may attend CPD courses, but revert back to ready made

lesson plans and resources, which although may initially increase teacher confidence to deliver PE do not meet the diverse needs of the teachers or their pupils (Armour, 2006; Keay and Spence, 2012). Keay and Spence (2012) continue that teachers may also face challenges from their head teachers as they will often only allow time out of school if the CPD offered relates to their school policies and targets, which are also more often than not, not in PE.

Despite the challenges teachers face, it is clear that CPD has its benefits, which have been discussed previously thorough the PESSCL and PESSYP strategies (Ofsted, 2009a). They offered CPD courses to teachers that were viewed positively as they showed improvements in subject knowledge, enthusiasm, confidence and competence to teach (Keay and Spence, 2012). Further research conducted by Keay and Spence (2012) has identified ways to improve the opportunities offered and teachers suggested that there should be a provision of materials with linked training, online resources to show how skills should be performed with appropriate next steps and finally coaching and mentoring arrangements from experienced, confident practitioners. There are other researchers like Keay and Spence that have attempted to gain insight into the complex issues surrounding PE and school sport.

2.7 An increase in the number of AOTTs in primary education.

In order to meet the targets set out in the PESSCL and PESSYP strategies the number of AOTTs used in primary schools has increased dramatically

(Lavin *et al*., 2008; Rainer *et al.*, 2012) and increasing PE time is putting more pressure on schools (Griggs, 2010). It has become apparent that although some of these individuals are used to assist with academic subjects a large number are sports coaches (Blair and Capel, 2011) and nine years ago it was reported that there was as many as 138,000 people delivering sports sessions (Sports Coach UK, 2004; Griggs, 2008). In England PE has been traditionally delivered by class teachers and more recent research conducted indicates that PE is more frequently being delivered by AOTTs, in particularly sports coaches (Griggs, 2010; Blair and Capel, 2011; Ward, 2012). The involvement of staff in extra-curricular activities dwindled many years ago (Penney and Harris, 1997) and research conducted in 2008 and later in 2012 showed that this had remained unchanged (Lavin *et al.*, 2008; Rainer *et al*., 2012) with teachers claiming that they had too much work to do (Sport England, 2003). Coaches have since been employed to deliver extra-curricular activities to help meet the ambitious targets of five hours of high quality PE and school sport (DCSF, 2008). In addition, in some schools no extra-curricular activities are offered due to high work demands on staff in other curricular areas and head teachers have reported being more likely to utilise the help of external PE providers to deliver extra-curricular activities (Rainer *et* al., 2012). It is suggested that an effective extra-curricular programme, has the potential to aid the development of PE lessons, which are deemed insufficient to address children's health and fitness levels alone (HMIE, 2003). Instead the HMIE (2003) proposes that head teachers should work in partnership with parents and relevant agencies to promote PE in extra-curricular, sporting and recreational activities.

However, this challenges head teachers to develop a positive balance of PE and sport provision with the use of physical and human resources, which when finances are not available to employ external providers falls into the hands of often unwilling staff.

Money is a huge factor in the employment of coaches (Ward, 2005). As many as one third of primary schools use external coaches as they are readily available to teach for an hourly rate of pay (Blair and Capel, 2008b), of between twenty to twenty five pounds per hour (Stewart, 2006; Griggs, 2010), which is considerably cheaper than using a newly qualified teacher (Stewart, 2006; Teaching Personnel, 2008). The Prime Minister announced that new funding of £150 million pounds a year was to be split between schools in Britain, with the ambition of improving coaching to inspire the Olympic and Paralympic stars of the future (DfE, 2013b). This funding was 'ring fenced' and the DfE (2013b) claimed that the money could only be spent on sports, including specialist coaching and teacher training, dedicated sports programmes, sports clubs and funding for after school competitions. This new money will allow schools to offer children more high quality PE and school sport and help them meet the targets set by the PESSCL, PESSYP and 'Creating a Sporting Habit for Life' strategies.

With the implementation of the PESSYP strategy, coaches were employed to deliver extra-curricular activities to help meet the targets set of five hours of high quality PE and school sport (DCSF, 2008). It has since been

identified that coaches prefer to teach extra-curricular sessions as according to Griggs (2008, 2010) coaches felt they had greater freedom to do what they want with more motivated children that actually wanted to be there. Through more recent government strategies, 'Creating a Sporting Habit for Life', it is suggested that the use of coaches should remain for extra-curricular activities as through these they will be key bridge builders for children's transition from school to clubs (2003b); helping to create a lasting legacy of sports participation in the communities of Britain (DCMS, 2012).

Despite a large amount of coaches originally being employed to deliver extra-curricular sport, a noticeable trend however has been the move from coaching during extra-curricular activities to increasingly delivering curricular PE lessons (Sports Coach, 2007; Blair and Capel, 2008a, 2008b; Griggs, 2008). The DfES (2003) believes this is due to the ITT of primary school teachers and the introduction of a new workload agreement. This 2003 Workforce Government Remodelling Act (DfES, 2003) included time for planning, preparation and assessment (PPA) (Ofsted, 2005a; Ward, 2005; Talbot, 2006; Blair and Capel, 2008a; Lavin *et al.,* 2008; Griggs, 2010). PPA became a legal requirement in 2005 (DfES, 2004) and it allows teachers to take ten percent of their teaching time to plan, prepare and carry out assessments (Blair and Capel, 2008a). Implementation of this government policy has consequently seen the increase in the number of coaches utilised in primary schools (Griggs, 2010). This increase is suggested by Capel (2000), as cited in Capel and Piotrrowski (2000), to be due to schools focus on academic performance. Griggs (2007a) supports this

idea as he identified that PE is a second class subject as unlike English, Mathematics and Science the results of PE are not published each year (Speednet, 2000; Warburton, 2001; Ofsted, 2005a). Griggs (2008) continues that PE is deemed less important and therefore is the chosen subject in many schools to be covered to allow for PPA time. Initial observations by Lavin *et al.,* (2008) support that teachers are choosing someone else to cover their PE lessons during their PPA time. Griggs (2010) found that coaches are less than enthusiastic about covering PPA time and are continually asked to deliver activities that they have little or no knowledge about. Additionally, Griggs (2008) states that coaches are also given only slight direction as to what or how they should deliver these sessions.

Similarly to covering PPA time, coaches have been employed to assist with CPD programmes, which Guskey (2002) believes are crucial in bringing about change in teachers' classroom practices, their beliefs and attitudes and students' learning outcomes. This however is criticised by Blair and Capel (2011) as CPD courses are generally one day, or weekend courses that have no follow up and are delivered outside of the contextual environment, which Armour and Yelling (2007) and Harris *et al.,* (2012), suggest is ineffective at supporting individuals with their pedagogy and practice. Further research by Armour and Duncomb (2004) and Armour (2010) offers additional criticism as they found that PE CPD offered to teachers was limited in scope and challenge, and it was difficult to measure the impact that the teachers CPD had on the children. This supports the findings by Griggs (2008) who reinforced that coaches felt they were asked to deliver PE because even after

CPD training, teachers knew they were required to combine content knowledge with pedagogical strategies, but they did not know how to do so (Grabber, 1995). This raised concerns as these AOTTs are not qualified teachers and therefore although coaches may have better subject knowledge and enthusiasm, they lack knowledge of the NCPE (Talbot, 2006) and effective teaching and learning skills (Lavin *et al.,* 2008). Griggs (2008) believes that this could be a contribution to why PE is being delivered inadequately in primary schools and Sports Coach UK (2004) supports this as they believe that these AOTTs lack the expertise that is needed to deliver PE effectively at primary level.

2.8 Empirical research.

There is limited research surrounding the perceived influence of AOTTs on PE and school sport. However, beyond the brief professional papers in Physical Education matters (e.g. Lavin *et al*, 2008) there have been three empirical studies which have attempted to gain a greater insight into the complex issues surrounding the uses of coaches in primary schools and teachers perspectives of PE itself. The first of these is a paper written by Griggs (2010) who explored the involvement of coaches in primary education after he identified the need for extra provision in primary schools (due to government policies to extend participation in PE and school sport). Through the use of a qualitative case study, sports coaches in the West Midlands were given self-completion questionnaires before chosen candidates engaged in follow-up semi structured interviews. All participants were voluntary and only eight coaches, with a large involvement in primary

schools across the West Midlands, were chosen for follow up interviews which were tape recorded, transcribed and coded using 'open coding'. The research discussed key themes: the lack of teacher engagement in extra-curricular activities, the cost of covering PPA time, the willingness of teachers to give up PE delivery and the evident confidence exuded by sports coaches. Griggs (2010) reported that the apparent willingness for teachers to give up the delivery of school PE was due to time restraints and financial pressures. Alongside this, the low levels of teacher confidence, to deliver each area of the subject, has led to the increase in the number of coaches within schools. He argues that after all, with coaches being considerably cheaper than qualified educationalists, schools appeared to be giving up the delivery of PE to the nearest confident person in a tracksuit. This study had a major impact on my research as it reemphasised that coaches were being used to deliver PE and began to identify some of the perceived effects that their use had on our primary schools, thus offering justification for the need for further research in this area.

Griggs (2010) however, was not the only researcher to notice the complexity of the issues surrounding PE, and in 2011 further research was published by Blair and Capel, who examined CPD in primary schools. Their research surrounded the shift of the delivery of PE from generalist primary teachers to specialist sports coaches and consequently their perspectives concerning this. Their research was based on previous research by Blair and Capel (2008) that indicated that coaches did not have the knowledge,

understanding or skill to carry out specified work to cover PPA time. Blair and Capel (2011) went some way to address this issue and in order for coaches to successfully undertake specified work in PPA time they developed a twelve month CPD programme specifically intended to expand coaches' knowledge, skills and understanding in planning, pedagogy, the curriculum and reflection in the coaching and learning process. Their multi method case study consisted of both qualitative and quantitative research methods; individual and group semi structured interviews, questionnaires with open and closed questions, participant observations, video analysis of practical sessions, document analysis and field notes and folders comprised by coaches. Their paper presented the results concluded at the end of the first twelve months and they found that coaches were more routine than reflective in their attitude, therefore not considering the implication of their actions. Through the CPD programme they noticed a significant change in this attitude and after twelve months coaches had an improved knowledge and understanding of the importance of planning their sessions and added increased value to its importance.

After Blair and Capel (2011) reiterated the importance of PE, a more recent study was conducted by Smith (2013), who examined teachers' perspectives of the ways in which the SSP programme facilitated the increasing use of sports coaches to deliver aspects of primary PE and how coaches were accommodated within existing curricular arrangements. His research was based on semi-structured interviews, in north-west England, conducted with fourteen members of one former SSP. Participants were asked to discuss

their views and experiences of working with sports coaches to deliver curricular and extra-curricular PE, their relationships with non-PE specialists, matters concerning their professional status and the ever changing polices relating to PE. Research showed that the use of coaches was widespread with most extra-curricular PE being a coach only zone. As well as this, in some schools coaches delivered all aspects of PE provision without the presence of teachers, and in others although teachers were present they often acted in a supervisory capacity. These findings raised issues surrounding the involvement of teachers in the planning and delivery of sessions and questioned coaches' abilities to consequently enhance teacher's confidence and knowledge within the subject. Teachers felt that what coaches lacked in behaviour management and pupils limited learning, they more than made up for in their contribution to PE and school sport. Results therefore showed similar findings to Griggs (2010), mimicking the trend of teachers continuing to hand over PE and extra-curricular activities to the nearest confident individual. Consequently, this emphasises the need for further research into this area. Therefore this research project will endeavour to answer the following research question: What is the perceived influence of Adults other than Teachers on PE and School Sport in West Midlands Primary Schools?

2.9 Summary.

From delving into the history of sport in civilisation, it has become clear that physical fitness was essential in keeping people fit for a purpose (Van Dalen and Bennett, 1971). By the seventeenth century sporting activities began to

change and by the nineteenth century sport became part of the school syllabus. From here on in it was subjected to numerous changes to incorporate different aims and objectives and the methods of delivery were reassessed by the 1960s. This created differing viewpoints which led to the ongoing production of documentation dictating how PE and school sport should be delivered leading to proposed curriculum changes. Consequently, with increasing demands to meet five hours of PE each week, more AOTTs, primarily sports coaches, are being employed to deliver extra-curricular activities, deliver PE, cover PPA and offer CPD courses. This has caused great controversy and as a result previous research has gone someway to addressing their use. Themes identified were a lack of ITT in primary PE (Keay and Spence, 2012), leading to reduced teacher confidence and competence to deliver PE effectively (Faucette *et al*., 2002), reiterating the need for further CPD training in this area. However, with limited research in this area, this study will endeavour to answer the following research question: What is the perceived influence of Adults other than Teachers on PE and School Sport in West Midlands Primary Schools? It will address any further issues presented from the findings and in the next chapter it will discuss, in detail, the methodology used to conduct this research project.

Chapter Three: Methodology.

3.1. Introduction.

In order to produce an account of the complex issues surrounding PE and school sport, the methodological approaches used by previous research were considered; Griggs (2010), being the earliest of these studies, formed the basis for my methodological approach and Blair and Capel (2011) and Smith (2013) were used to justify any alterations made to the initial research design used. The approach to research applied by each of these researchers was a qualitative case study, which collected data through the use of interviews, therefore providing clear justification for their use. Prior to interviews, Griggs (2010) distributed a questionnaire on his population. Likewise, Blair and Capel (2011) also adopted this approach and as a result this remained a key feature of the chosen method. All of the data collected by previous research was transcribed and themes were developed thorough different types of coding ready for analysis. Through similar approaches, which are detailed later in this section, this research project was developed to build upon the findings from previous researchers. This chapter will clarify the suitability of the research approaches used in this research project by firstly looking at the approach to research, then reflexivity, next is my story followed by the research design, then the population and sample rationale before the questionnaire and interview rationales, procedures and schedules and finally the techniques used for analysis.

3.2 Approach to research.

Research according to Ranjit (1999) is a process for collecting, analysing and interpreting information in order to answer a question and it is a systematic approach that must be controlled, empirical, valid and critical (Bell, 1999). For this study, research was conducted to analyse the perceived influence of Adults other than Teachers on PE and School Sport in West Midlands Primary Schools. Research can be classified as quantitative or qualitative depending on its characteristics, each requiring different techniques for their analysis (Walliman, 2001). The chosen approach to research for this study was qualitative as it describes experiences that are lived, felt or undergone (Sherman and Webb, 1988 cited in Blaxter *et al,* 2001). Consequently it was felt that this would allow for the collection of data that was rich and deep (Blaxter *et al.,* 2001) and achieve depth rather than breadth (Silverman, 2000). Although qualitative research provides greater validity of the data (Hennink, 2011) it is criticised as the results are often not generalisable and it is also highly influenced by the views of the researcher. Despite this inherent subjectivity it has still been chosen as without this type of research freedom in social science would be impossible (Silverman, 2000).

Research conducted into the use of coaches in primary PE have been conducted using predominantly qualitative research methods; Blair and Capel, (2011), Griggs (2008, 2010), Lavin *et al.*,(2008) and Smith (2013). Similarly research into teacher's perceptions of PE and their training have

also been collected using qualitative research methods; Capel and Katene (2000), Gower and Capel (2004), Harris *et al.,* (2012) and Petrie (2010). This method is supported by Silverman (2000) who believes that qualitative methods provide a deeper understanding of social phenomena than quantitative research alone, and for this reason the chosen method for this research project was consequently a qualitative research approach. Subsequent to this, in order to demonstrate the trustworthiness of the findings, it is therefore imperative that reflexivity is considered throughout the research process.

3.3 Reflexivity.

Although reflexivity has been widely used in qualitative research for a number of decades, its significance has increased as qualitative research has become more prominent (Finlay and Gough, 2003; Christensen and James, 2008; Symon and Cassell, 2012). It is regarded as a methodological necessity in qualitative research (Christensen and James, 2008) and has been used to demonstrate the trustworthiness of the findings (Finlay and Gough, 2003). Reflexivity is the awareness of a researcher's role in their own study and the effect they have on the research processes and outcomes (Denzin and Lincoln, 2011). This mode of self-analysis (Hertz, 1997) is therefore identified as a way to transform subjectivity from a problem into an opportunity (Finlay and Gough, 2003). Reflexivity however, is often confused with reflection, nevertheless Hibbert *et al.,* (2010, as cited in Symon and Cassell, 2012) offered an apparent distinction between the two;

reflection is simply a process of allowing us to observe our own practice and ways of doing, whereas reflexivity involves thinking about our experiences and allowing us to question our ways of doing. This research process is without a doubt reliant on the relationship formed by the researcher and their participants and Christen and James (2000) believes that ultimately this will reflect the decisions made by the researcher. Brewer (2000) states that there is a need for researchers to be critically reflective, and as a result recognise the role they play when choosing their approaches to research and the consequential effect this has on any data collected. In order to achieve this Bourdieu (1990) states that researchers should take a step back from their research to reflect; thus considering what is going on, followed by reflection of themselves to greater understand their own involvement and contributions.

Reflexivity is therefore an important feature in this study as according to Hennink *et al*., (2011) it can be used as a technique to evaluate the role a researcher plays in their research process and ultimately eradicates bias in their design and analysis; allowing for an objective position to be maintained throughout the duration of the research. Clegg *et al.,* (1996) articulates that reflexivity allows researchers to break away from a frame of reference and identify what it is not capable of saying. This supports the developed ideology from Alvesson and Sköldberg (2009) who believes that the main purpose of reflexivity is to improve empirical evidence and suggests that it can offer a better quality of research through producing more creative, broader ideas and interpretations and be more ethically informed or

sensitive. This process of reflexivity soon became an important process in my research as I myself was a sports coach in primary schools before I became a primary teacher. I began this research project whist I was a sports coach and secured a place on a Primary PGCE, so that I could experience first-hand what the delivery of PE was really like for a teacher. By understanding the impact that I, as the researcher, can have through my chosen design and the data consequently collected, I can maintain critically reflective throughout this research project. Based on this knowledge I believe that the ability to empathise with the participants, through a qualitative research approach, will encourage more detailed responses and allow for more accurate interpretations of information to be collected; improving the quality of the data received. Another part of my role as the researcher was to understand how my own experiences influenced the decisions I made throughout this research, for this I had to look into my own childhood experiences of PE and school sport.

3.4 My story.

As a child I loved being active and from a young age became part of a gymnastics and swimming club. Although I liked PE because it was a chance to get out of the classroom environment, I was never that enthralled by the games dominated PE lessons that I received at primary school. I believe this was due to my lack of physical competence in skills required for invasion games or net and wall activities. I certainly could not catch or throw a ball! However, I also remember PE being replaced with rehearsals

for school plays more often than not which was to the relief of some of the girls in my class. Looking back on my experiences as a child, some of the staff did not appear to possess specialisms within the subject; high quality PE lessons were limited and sporting extra-curricular activities were comprised of games activities with little input from more aesthetic activities. Therefore I do not feel that primary education had any impact on my love of sport that I hold today, instead it was my involvement in clubs outside school that inspired me to participate in physical activities.

My opinion of sport however, began to change when I went to secondary school. My swimming and athletics talents were recognised by the PE department and they encouraged me to join the school swimming and athletics teams, both in after school clubs and for competitions. I still did not care much for the games dominated curriculum, but due to boys and girls being separated for PE, I no longer felt that my physical capabilities in this area were so inadequate and it allowed me to develop at a more gradual pace. Following this I went on to pick my GCSE's in year nine and because of the positive relationships I had built with the PE staff and my physical capabilities in certain activities, PE was one of my preferred subjects. I was able to choose the sporting activities that best suited my abilities and I greatly enjoyed both the practical and theoretical sides of the subject which left me eager to pursue my knowledge in the subject further. At college I was able to continue my studies in A level PE and decided that I wanted to continue my studies at university.

Whilst at university I enrolled on a PE degree and as part of this course I was required to gain a selection of coaching qualifications which I embraced with open arms to add to the swimming qualifications that I already held. I began my career as a sports coach at the age of fourteen when I volunteered to deliver swimming sessions to young children alongside a qualified swimming instructor. I developed further by becoming a qualified swimming teacher and from there ventured into other areas of sport where I gained numerous coaching qualifications. These qualifications had a huge impact on my confidence within the different aspects of sport and after my first year at university I began working for a local coaching company. Here I delivered sport to children in nursery through to secondary school and used my PE specialist knowledge to ensure that a high level of physical activity and involvement was being delivered. I thoroughly enjoyed working with young children and felt that although PE was my passion my capabilities were better suited to children of a younger age and I decided to pursue a career of primary teaching with the aim of improving the standard of PE that young people receive. After all I had first-hand experience of what PE was like when I was at primary school and how a decade later there seems to be very few changes. In some instances, I was paid as a coach because teachers had a negative attitude towards the subject, to cover PPA or because teachers were physically incapable of delivering the lesson. I even turned up to deliver PE lessons where I was ushered out of a hall to allow rehearsals for a production to commence. I wanted to see a change in PE in primary schools and therefore chose a PGCE in primary education as the first step towards achieving this goal.

During my Primary PGCE I began to understand why coaches were being increasingly used to deliver PE and school sport, and why confidence of teachers to deliver lessons was diminished. I feel that not only the time allocated to PE in my ITT, but also the quality of the provision that was provided was deeply inadequate. With a total of three two hour lessons, which focused on physical activity in early years, I left the sessions with very little new learning and certainly nothing that I felt I could administer in my year five placement. During the practical sessions, a large number of students did not turn up as they expressed their inability to perform practical skills, had too much work to do and consequently deemed PE as less important. Although these lectures allowed us to see the early stages of physical development, I felt that too much time was allocated to the early years and not enough to the delivery of activities suitable for the primary stage. Despite this, we did however have a one off, hour session, of PE delivered by a PE specialist who came in and delivered a series of game activities suitable for children between the ages of five and eleven. Although I found this lesson useful to my professional development, I still feel that it left huge gaps in my knowledge of how to deliver the range of PE lessons that the curriculum requires of primary teachers. As a result, this motivated me to conduct this study as it inspired me to delve deeper into the complex issues surrounding ITT and the use of coaches in primary schools to deliver PE and school sport.

3.5 Research design.

In order to investigate the complex issues within primary PE, additional research is needed to be undertaken. A research design provides a way of collecting and analysing empirical evidence in order to explore, explain and describe research (Yin, 2009) and the chosen design used for this research project was a case study as they were used by previous research surrounding the use of coaches in primary schools; Griggs (2008, 2010), Lavin *et al.*, (2008) and Smith (2013). Case studies are used to study individual, group, organisational, social, political and related phenomena (Yin, 2009), each with the aim of describing and understanding a phenomena in depth (Grix, 2004). In this instance, it will help to get a better understanding of how AOTTs are used in primary schools and the perceived impact that the use of AOTTs has on PE and school sport. The main criticism of case studies is however that as they use a small sample of the population, and it is therefore difficult to determine the generalisation of the findings to the whole population (Yin, 2009). Instead they offer a type of limited generalisation called moderatum generalisations, which resemble the generalisations drawn from personal experience which can be used by individuals to make sense of social situations (Payne and Williams, 2005). Williams, (2002) as cited in May (2002), suggests that this generalisability could be made to a set population: in this instance, to coaches and primary school teachers working in the West Midlands schools used in this case study. Only with wider research would it be possible to see if these data are similar else where. However, this consequently supports the use of a case study as the chosen research design. Furthermore, Bassey (1981) supports the use of case studies

as it is felt that the reliability is more important than their generalisability and therefore remains an effective research design.

3.6 Population rationale.

Based on previous research from Green (2000), who collected research from seventeen schools, a small sample of nine Primary schools within the West Midlands area were selected as the target population (see table 1). After some scope into sports coaching companies based in the West Midlands, of which there were nine willing to participate (see table 2), further justification was given to this sample number; the number of schools accessed was therefore equal to that of the coaching companies. After distribution, one further school and three coaching companies were accessed through snowball sampling and are therefore shown on each table below as a snowball sample (SS). It was essential here that both schools and coaching companies were given pseudonym names to protect those that were involved.

Table 1: Schools used and consequent data collection.

	School name (pseudonyms)	Number of questionnaires completed	Number of people interviewed
1	Cowel Primary	4	1
2	Munroe Primary	1	1
3	Spence Primary	1	1
4	Underwood Primary	2	1
5	Mack Primary	1	1
6	Davidson Primary	5	3
7	Darwin Junior	7	3
8	Outhwaite Primary	8	2
9	Gallagher Primary	5	1
10	Bowen Primary **(SS)**	1	1

Table 2: Coaching companies used and consequent data collection.

	Coaching company (pseudonyms)	Number of questionnaires completed	Number of people interviewed
1	Streep Games	7	3
2	Ashley Sports	3	0
3	Carey Kidz	1	0
4	Sandler Plus	6	2
5	Murray's	2	1
6	Smith Coaching	1	0
7	Perry Sports	1	1
8	Lewis' Superstars	1	1
9	Swift Games	2	1
10	Morris Active (**SS)**	1	0
11	Seymour Coaches (**SS)**	3	0
12	Edison Coaches (**SS)**	1	0

Primary schools were used as Griggs (2010) found that they are under increasing pressure to meet the ever-increasing targets for pupil's participation in PE. Consequently, the teachers and coaches working in primary schools, in the West Midlands area, were the chosen population for further research to see how they were meeting the targets of five hours of PE and school sport each week. Due to the use of a qualitative case study, which was also used by Griggs (2010), it was impossible to involve the whole population of primary teachers and coaches in the chosen schools. Instead, a sample of forty-five teachers and forty-five coaches were selected; five teachers from each of the nine schools and five coaches from each of the nine coaching companies (see tables 1 and 2). This figure was chosen as Morgan and Hansen (2008) also conducted a questionnaire on a sample of three hundred and sixteen participants in a school, unfortunately they only received one hundred and eighty nine back. Therefore, in order to receive sufficient data, in case questionnaires were not returned or completed, the proposed sample was increased slightly. Taking into consideration previous research from Green (2000), who selected thirty-five participants, the proposed sample became thirty teachers from the chosen nine schools to complete a short questionnaire. Likewise, thirty coaches were also selected from the nine chosen coaching companies to ensure that the population of coaches selected was equal to that of teachers. Blair and Capel (2011) also used a similar population, twenty-one football coaches, which offered further support for a small sample of coaches. Once the number of participants required was determined, convenience sampling began.

3.7 Sample rationale.

Like Green (2000), a convenience sample was used to select the participants; both teachers and coaches all worked in local schools and therefore were easily accessible. Vogt (2005) believes that this makes them a suitable sample because they are more convenient to the researcher. Bryman (2004) suggests that it is impossible to generalise the findings, but using a convenience sample will provide information that can be used for further research and provide links with existing data making it a useful sampling method for this research.

Throughout the research it became apparent that there were a variety of obstacles, including the availability of coaches and teachers to complete the questionnaires due to time restraints and work commitments: Numerous schools had Ofsted inspections and therefore did not have time to complete the questionnaires, and coaches agreed to complete them, but then did not return them. In order to combat this problem, the implementation of snowball sampling was introduced to access more participants. Snowball sampling is described by Gray *et al.*, (2007) as the most commonly used non-probability sampling technique in qualitative research and has been proven to be particularly useful when access to appropriate participants is difficult. Babbie (2009) suggests that this technique takes place when a researcher collects data on a few members of the target population, following this they then ask those individuals to provide information about people they know in order for other members of that population to be

located. Research conducted in 2008 by Boyle *et al.,* (2008) used a qualitative case study to identify barriers towards delivering PE, which included the use of snowball sampling to gain access to more participants. This was necessary as they did not receive sufficient feedback from heads of PE in schools. As a result the participants that did reply to their initial contact were asked to suggest a further list of potential heads of PE to approach. Although it is not a good way of getting a broadly representative sample, it gives justification for its use as it will allow experienced people, who are unavailable elsewhere, that may provide in-depth information to be contacted (Gray *et al*., 2007). As this approach was used by Boyle *et al.,* (2008), it was applied to this research and teachers and coaches were asked if they could recommend anyone else who would be a suitable participant. After seeking verbal permission from the individual through a participant email, addresses were swapped and possible participants were contacted to introduce the research project and gauge their interest to partake in the interview process. All participants were informed of the ethical considerations in place to protect their anonymity, were notified that the participation of all individuals was voluntary, made fully aware of the nature of the study, informed that they did not have to answer anything they did not want to and told that they could end their participation at any point without reason (see appendix one). Once completed the data would be coded and transcribed and later stored in a locked cupboard, with access to the data confined to the researcher and their supervisor, and it was managed in accordance with the Data Protection Act, 1998. Only once they had

understood the ethical guidelines, was it possible to arrange to meet with them or alternatively send them an electronic copy of the questionnaire.

3.8 Questionnaire.

3.8.1 Questionnaire rationale.

Data were collected using a questionnaire followed by a semi-structured interview. Though the benefits and indeed, limitations of self report measures such as questionnaires are well known (Waltz, 2010; Matthews, 2013), a questionnaire was used as a chosen method here as they have been used by most previous research in the field: Armour and Duncomb, (2004), Capel and Katene, (2000), Lavin *et al.*, *(*2008), Griggs, (2010), Petrie, (2010) and Blair and Capel, (2011). The questionnaire was devised, with ten questions, by using themes emerging from the data in the literature review and the possible impact that they may or may not have on the research question. Once devised, pilot questionnaires (see appendix two) were carried out with one teacher and one coach and modifications to the questions were made where appropriate; specific changes concerned the phrasing of questions for greater clarity (see appendix three). Drever (1995) suggests that by distributing a questionnaire on a population before implementing it to the rest of the participants will enable the researcher to check the appropriateness of the questions. Justification is therefore given to their use in this research project and in concordance with this the questionnaire, containing open and closed questions (ten for coaches, eleven for teachers), was edited and improved by re-wording questions to encourage participants

to explain their answers in more detail. Following the pilot study, paper copies of the questionnaires were distributed to the nine schools and nine coaching companies at the beginning of the year in January 2011, and were collected in once completed. Due to the nature of the jobs held by the participants no time specification was given as to when they should fill in the questionnaire, and when requested participants were forwarded an electronic copy, allowing participants the freedom to fill it in around their daily routine; collection of more in-depth data were therefore collected.

The questionnaires differed slightly (see appendix three) with the teacher questionnaire being used to get a brief overview of their opinion of PE, what affects this opinion, the time allocated for PE and school sport, the lessons covered to allow for PPA, who is used to deliver CPD courses and who they believe is best suited to deliver lessons in primary schools. The coaches' questionnaire was used to identify coaches' opinions of teacher's views about PE and what they believe cause them, their time spent delivering PE and school sport, their involvement in PPA and CPD courses and finally who they believe is best suited to deliver PE lessons in primary schools. Once completed, all questionnaires were numbered, no names were written on the questionnaires to ensure anonymity remained and they were stored in a locked cupboard where only the researcher and their supervisor had access to therm. All records and data were managed in accordance with the Data Protection Act 1998.

3.8.2 Questionnaire procedure.

Access to the participants was gained through the head teacher of schools and the managers of coaching companies, of which nine schools and nine companies agreed to participate. Once initial consent was gained, head teachers and coaching managers liaised with their staff to complete the questionnaires. Ninety participants, which included forty-five teachers and forty-five coaches, were selected using a convenience sample and only willing participants were asked to complete the questionnaires. These participants then read and signed an ethical consent form (see appendix one) before completing the questionnaire. Upon request, fourteen participants, thirteen teachers and one coach, were emailed the questionnaire to make its completion more convenient for them. It was later returned with the ethical consent form attached and printed out for the process of open coding followed by axial coding, which is discussed in more detail in the analysis section of the methodology. Consent forms containing names were removed from the questionnaires and stored separately from the rest of the data. For the purpose of anonymity, each participant was given a number and a pseudonym name for reference (see appendices four and five). Likewise the schools and coaching companies were also given pseudonym names and original names were kept separately from the rest of the data (see appendices four and five). In addition to the initial sample of participants, in order to access more information, details of potential recipients were supplied by schools and companies. As shown using the key in appendices four and five, through the use of snowball sampling, one teacher and five

coaches were contacted via email to gain their consent and issue them with a questionnaire.

3.8.3 Questionnaire schedule.

As mentioned previously, all questionnaires were distributed to the allocated schools and coaching companies during the same period in January 2011. Questionnaires were distributed in bulks of five to each institution to ensure that copies were readily available for participants, and extra copies, both electronic and paper copies, were available on request. There was no time scale set on the receipt of the questionnaires and they were collected when directed by the school or company. Electronic copies were printed on receipt and all questionnaires and consent forms returned were given a number and pseudonym name to maintain anonymity. Data were locked away in a secure cupboard ready for later transcription.

3.8.4 Questionnaire protocol.

The questionnaires were distributed to the receptionist at each of the institutions and they were given out during lunchtimes and out of school hours to ensure that they did not disrupt participant's daily work. Once completed, each questionnaire, along with an ethical consent form, was put into a sealed envelope and collected immediately. No time limit was given for the questionnaires to encourage participants to answer in full, but before they completed the questionnaire they were asked to be as honest as

possible, reminded that they could withdraw at any time and reassured that they did not have to answer anything they did not want to.

Out of a total of ninety questionnaires distributed, forty-five to teachers and forty-five to coaches, only thirty-five from teachers and twenty-nine from coaches were returned. The return rate for questionnaires was therefore 71%, which is similar to Morgan and Hansen (2008), as when they distributed questionnaires they got a return rate of 60%. As a result this supports that the amount of data returned was sufficient to form a basis for analysis. Based on responses from questionnaires, participants were then recalled for interview.

3.9 Interview.

3.9.1 Interview rationale.

An interview is a modelled conversation in which a researcher asks questions to one or more participants to gather information (Mason, 2002). There are however three types of interview; structured, semi-structured and unstructured of which semi – structured are the most popular (Greig, 2007). Interviews use questions or prompts covering set topics, but allow for scope of participants own ideas to develop, encourage answers in full to complete responses and consequently increase the trustworthiness of the research (Greig, 2007). Blaxter *et al.,* (2001) continues that they are useful for accessing data that otherwise may not be collected by questionnaires. This suggests their suitability as an approach used in this research project; they

will allow access to data that was not collected by the questionnaires and answers could be encouraged in full to add greater depth to the findings. Furthermore, additional support is given by previous studies as they were a popular approach used by previous research in this domain: Armour and Duncomb, (2004), Blair and Capel, (2011), Gower and Capel, (2004), Griggs, (2008, 2010), Lavin *et al.*, (2008), Petrie, (2010) and Smith, (2013). After the completion of questionnaires, thirty-one teachers were selected by Morgan and Hansen (2008) for follow up interviews; participants were chosen based on their questionnaire responses to ensure that a range of participants were interviewed - those with both positive and negative experiences of PE. Unlike Morgan and Hansen (2008), Griggs (2010) chose eight coaches for follow up interviews during his qualitative case study surrounding coaches. Therefore, combined these studies create justification for the total number of thirty participants to be interviewed, half of which were coaches and half teachers.

Chosen on the basis of the quality of data in their questionnaires, fifteen coaches and fifteen teachers were selected for follow up interviews; this allowed for sufficient data to be collected even if participants failed to return email interviews, did not turn up to face-to-face interviews or chose not to be interviewed. Like previous research these participants were chosen based on their responses given in their questionnaire to ensure that participants with both positive and negative attitudes towards PE were selected. They were given a choice of the type of interview they would prefer and based on

their responses face to face interviews, email interviews or MSN interviews were arranged, between March and July 2011, to suit the participants.

After much consideration, as mentioned previously, a semi structured interview was chosen as the preferred interview method for this research. This was based on the beliefs of Hennink *et al*., (2011) who found that the semi-structured nature allows for a selection of open question to gain detail, depth and an individual's perspective on a set topic. To add support for those who wanted to use the face-to-face interview, Oltmann (2011) suggests that these are the most successful. Leech (2002) suggests that through this approach rapport can be built up to make people feel at ease, show them that you are interested in what they are talking about and encourage them to answer in full. Additionally Loosveldt and Beullens (2013) support this as they feel that through face-to-face interviews researchers can act upon a respondent's actions and answers ensuring that adequate time is given to complete their answer. Barriball and While (1994) feel that through this approach poor response rates are minimised, assistance from others is eliminated and the validity of responses from non-verbal indicators can be checked. Face-to-face semi-structured interviews were therefore used in this research project; participants were interviewed face to face, in a classroom after the school day had ended to ensure that the children's learning was not inhibited. For other forms of interview (email or MSN) participants arranged a suitable time for it to be sent over or take place, again with no disturbances to children's learning and at a venue to suit the participant. An interview schedule, consisting of thirty questions for

teachers and twenty-seven questions for coaches, was drafted up (see appendix six) and based on participant's responses from their questionnaire the interview questions were altered slightly to ensure they were tailored to that participant. For instance, the opening question for teacher fourteen was '*Looking at your questionnaire you said you don't really enjoy teaching PE, but you do enjoy teaching outdoors*?' As previous research by Hennink *et al*., (2011) suggested, this enabled more detailed, in depth data of an individual's perspective on a set topic to be gathered. Alongside this, no time specification was given allowing participants ample time to answer the questions fully. Each interview was tape recorded using a Dictaphone for the purpose of transcription with the participant's number issued on completion to maintain anonymity (see appendices four and five). All information collected from the seven teacher and six coach face-to-face interviews were transcribed, printed and kept in a locked cupboard ready for scissors and paste coding, to ensure participant's anonymity was maintained.

An alternative interview method that was offered was the use of email interviews. Findings by Egan *et al*., (2006) and more recently by Oltmann (2011), indicated that new technologies may advance data collection methods for participants who encounter barriers to face-to-face interviews. Research showed that a useful interview technique was to conduct questioning via email as they allow increased time for reflection, the composition of answers and greater control of the interview setting; producing greater insight and reflection than other research methods (Egan *et al*., 2006; Burns, 2010). Oltmann (2011) states that email interviews occur

without the pressure of face-to-face interaction, which provides participants with a sense of privacy and safety that consequently allows for greater disclosure of information. Similarly this anonymity has been proven to create more extensive communications, usually producing more data than telephone interviews (McCoyd and Kerson, 2006). As well as this, Egan *et al*., (2006) suggests that another advantage of email interviewing is asynchronicity which describes the communication that occurs between the interviewer and participant that does not occur in 'real time', for instance face-to-face communication. As a result of this participants can access, read and respond to the interview questions in their own time, allowing for the production of richer data than face-to-face interviews (Gibson, 2010). As well as the benefits for the participants there are also numerous benefits to the researcher which include the removal of transcription as the information is already in written text making it less time consuming, and the information can be 'cleaned up' by the participant so the researcher does not have to modify the responses (Oltmann, 2011). This therefore enhances the credibility of the responses and McCoyd and Kerson (2006) continue that participant's immediate emotional responses and prior emotions and thoughts are included reducing interpretation error. Combined, these findings show the suitability of this method and as a result, providing participants had access and the ability to use a computer, it was implemented with email interviews selected as the chosen method by seven teachers and eight coaches. Email interviews were emailed to the participants in March 2011 after gaining the participants consent and being issued with their email address. Of the interview schedules delivered, two

completed interview schedules from teachers and four completed interview schedules from coaches were received. Again the interview schedules were the same as those used for face-to-face interviews with slight alterations made to suit the participant and the responses given in their questionnaire. Upon receipt of their return they were printed off and stored in a locked cupboard with the rest of the questionnaires and interview transcriptions ready for analysis. Only the researcher and the supervisor had access to the cupboard and the original email was stored on a pass worded computer; saved as the participant's number and not name for safe keeping. As with the face-to-face interview, no time specification was given as to when participants should fill in the interview questions, allowing participants the freedom to fill it in around their daily routine.

Similarly to interviewing through the use of emails, another interview technique that was offered was the use of instant messenger (Opdenakker, 2006). Instant messaging is described by (Fontes and O'Mahony, 2008) as a form of synchronous computer mediated communication between two or more people using programmes such as MSN messenger, AOL and Yahoo. Like email interviews Coomber (1997) states that it extends access to participants which allows for the use of participants that may otherwise not be available. In conjunction with this it is also both a cost and time effective method for in depth interviewing; they too are automatically transcribed and allow participants to send rich responses in their own time (Fontes and O'Mahony, 2008; Oltmann, 2011). The main drawback of MSN is however the absence of social cues, but in order to combat this, computers now allow

for the use of emoticons (see appendix seven) that can be put into a message to allow the researcher to know how the participant is feeling. Participant's understanding of the software was recognised before offering this method of interview and participants were asked which method of interview they preferred. Only one coach asked for this method. After gaining their consent and MSN details the interview was scheduled on an evening to suit the participant and once commenced no time specification was given so participants were free to answer at their own pace. The same interview schedule was implemented and again altered slightly to suit the participant's responses to their questionnaire. The conversation was copied and pasted onto a word document and printed off using the participant's number to maintain anonymity. Once printed the original conversation was deleted from the software. The printed version was stored in a locked cupboard, which only the researcher and the supervisor had access to, with the rest of the questionnaires and interview transcriptions ready for analysis.

3.9.2. Interview procedure.

Based on the results of the questionnaires fifteen teachers and fifteen coaches were contacted to inform them that they had been chosen for interview, check their availability, gain consent for their continued participation and select their chosen interview method. Any who were unwilling to continue to the next stage were replaced with another participant and they were thanked for their involvement. The codes on the questionnaires were used to identify the participants by their surnames and

teachers and coaches were liaised with through the head teacher, company manager or email address provided. For face-to-face interviews participants were asked to choose days and times after school for their interview so that children's learning was not inhibited. Each of the thirteen participants were interviewed individually to maintain anonymity and to gain more in depth information from the questions asked. For the fifteen participants that chose email interviews, they were contacted directly and email interview schedules were forwarded to the participants separately for completion. Similarly to the face-to-face interview, the coach who requested an MSN interview was asked to choose a suitable day and time for interview where they could be questioned based on the interview schedule provided.

3.9.3 Interview schedule.

The questionnaires identified that the majority of participants were able to answer each question. Therefore the interview questions followed the same headings as the questionnaire, along with a selection of additional questions based on data already collected from questionnaires. The interview schedule for each teacher remained the same, however responses from participant's questionnaires were added into participants' interview schedules (see appendix six) so that greater understanding could be made of their responses. Similarly, statements were used from previous interviews to identify any variations in opinions between participants (see appendix six). When making reference to any comments, no names were mentioned to guarantee that the highest level of anonymity was maintained. Interviews

were arranged to suit the participants and were therefore conducted at a time and in a place that was convenient to them.

3.9.4 Interview protocol.

All face-to-face interviews took place on weekdays, in empty classrooms after school, and any other staff and pupils were asked to leave the room so that confidentiality was maintained and allowed for participants to answer freely. The participants were interviewed between March and July 2011 and times were allocated in advance to suit the participant and their needs were met to the best ability of the researcher; this encouraged a positive relationship between the participant and researcher for the duration of the research project. Similarly for the MSN interview, a time slot was allocated after school during the week and email interviews were distributed between March and July. For all interviews, no time limit was given to allow participants to communicate their ideas at their own pace and names were specifically withheld to maintain confidentiality. Participants were asked to be as honest as possible and they were reminded that they could withdraw at any time and did not have to answer anything they did not want to. Each interview followed the interview schedule for that individual and face-to-face interviews were recorded using a Dictaphone for later transcription. All participants were given a verbal and written guarantee that neither they, nor the school which they worked, would be identified in any published material resulting from the research. Each interviewee was invited to retain a copy of

the interview tape recording and were given the option to modify the transcripts should they wish to do so; no one however requested this.

3.10 Analysis.

The questionnaires were coded using the scissors and paste method and the information was broken down into different parts using words found in the questionnaires (Greig *et al.,* 2007). This method of coding is described by Birley and Moreland (1998) as a method which will allow blocks of data to be moved around into different categories until patterns are formed. The more data in a category, the more reliable the data are (Silverman, 2000) and the data collection and analysis will repeatedly refer back to each other (Bryman, 2004). This was the chosen approach as it too was used by Griggs (2010) who also conducted a qualitative study into the use of coaches in primary schools. The themes that emerged from the questionnaires were enjoyment of PE, factors affecting opinions of PE, hours of sport delivered, PPA time, CPD courses and finally individual's best to deliver sport. These themes then became the starting point for interviews which followed.

Like Armour and Duncomb (2004), Blair and Capel (2011) and Smith (2013) the interviews were transcribed (conversation analysis (Seale, 1999)) and following that, the transcriptions (a system of classification in which sub groups are created (Walliman, 2001)) were put into typologies to categorise the data into smaller chunks. The type of coding utilised was 'open coding' followed by axial coding as the data were broken down and

categorised, into the themes identified by the questionnaires, before it was put back together to form themes (Pandit, 1996; Bryman, 2008). Cut and paste coding, through the use of Microsoft Word, allowed sections of text from the transcripts to be placed into the themes previously mentioned, which allowed for comparisons to be made between the questionnaire and interview data. Throughout this process, however, the addition of further sub headings were created to gather more in depth information: increase in the number of AOTTs in primary schools and AOTTs perceived influence on PE and school sport.

3.11 Summary.

In conclusion, this study into the use of AOTTs in the delivery of PE and school sport in West Midlands primary schools was a qualitative case study; utilising questionnaires distributed between January and March 2011 to coaches and teachers in the West Midlands area. The study and the questionnaires were pursued by follow up semi- structured interviews to thirty participants. Face-to face interviews, email or MSN interviews were offered to suit the needs of the participants. All interviews were undertaken between March and July 2011 and took place on weekdays after school to ensure children's learning was not inhibited. All interviews were transcribed and coded using 'open coding' followed by axial coding for later analysis. The next chapter will address the findings from this data collection.

Chapter Four: Discussion of results.

4.1 Introduction.

Since 1992 when the National Curriculum was established (Smith *et al.*, 2007), new government policies and strategies have coincided with it to help improve the standard of PE and school sport. Hardman (2008) states that the majority of PE lessons in primary schools are delivered by primary teachers who are not certified PE specialists and as a result there are a number of studies that have looked into the ability of primary teachers to deliver high quality PE. Results concluded that a large number of teachers had reduced confidence and motivation to teach PE (Faucette *et al.*, 2002), with reasons for this being identified as lack of ITT, teacher's attitude towards the subject, lack of PE content knowledge, lack of motor ability and childhood experiences (Xiang *et al.*, 2002; Hart, 2005; Morgan and Bourke, 2008). As government strategies changed, the demand on teachers to deliver more physical activity sessions increased and coincidently the number of AOTTs increased to help meet the ambitious target of five hours of high quality PE and sport each week. This however is not perceived by all as a solution to the negativity portrayed by teachers towards the subject and Griggs (2010) reemphasised the continued reduction in teacher's confidence and motivation as previously identified by earlier studies. With the shift in the use of coaches being initially employed to deliver extra-curricular activities and then moving to delivering PE to cover PPA, it became an area for concern for some educationalists.

Coaches were identified by Griggs (2010) as less than enthusiastic about covering PPA lessons and felt unprepared to deliver the breadth of the NCPE (Blair and Capel, 2011). This encouraged Blair and Capel (2011) to conduct further research which showed that this perspective towards delivering PE could be altered through the use of CPD programmes. However without these, coaches who do not value the importance of the knowledge needed to deliver it efficiently, may be left feeling unprepared. Therefore it could be argued by educationalists that, as unqualified teachers, they are no better at delivering the NCPE than the teachers themselves. Smith (2013) continued research around perspectives towards the subject and the discussion between teaching and coaching children then became apparent; teachers indicated that coaches made a valuable contribution to the delivery of individual sports, but lacked knowledge of behaviour management strategies. It appears that the controversy about the use of coaches and their perceived influence on PE and school sport remains, and with limited research in this field there is justification for further research to be conducted.

In order to investigate the problems surrounding teacher confidence and competency to deliver PE and school sport the key findings from previous research were used as the starting point for this discussion. Teacher's perceptions on their childhood experiences of PE, motor ability, ITT, content knowledge and their attitude towards the subject were then compared with coaches' perceptions about both themselves and teachers, along with how this may have been perceived to influence their delivery of

PE and school sport. From these, other themes began to develop and they were then discussed in detail, again comparing the views of teachers with those of coaches, to identify any significant changes in the data collected. Combined, the data from questionnaires and interviews were compared with results from the three major studies used in this research and the findings were used to highlight recurrent issues or alternatively to update the currency of previous research. This discussion therefore will start at the beginning, looking at an individual's journey from childhood experiences through to the delivery of PE and school sport in primary schools and look at key issues they faced on their way.

4.2 Childhood experiences of PE.

Childhood experiences were identified as one of the factors contributing towards the lack of teacher confidence when delivering PE (Hart, 2005; Morgan and Bourke, 2008). Some teachers were found to have not had good childhood experiences of PE and school sport and therefore it became an area that needed to be explored in more depth. For instance these teachers explained;

> *'I didn't like PE as a child because I was not very good at most sports and often felt very self conscious of this. Also, the teacher used to choose two people to be head of each team (always very good children, never anyone like me!) so I often got picked towards the end, if not last, which made my confidence in PE even lower. It has affected my teaching of PE because I still lack confidence. Even though the children I teach are only 7/8 years old, I worry if they know more skills than I do.'* (Doris – Teacher)

> *'I absolutely hated PE as a child because we did things that were very much elitist, so it was always the best that got everywhere. I was a big girl and therefore I was able to do things like bowl and I was able to do hockey in defence ... what I couldn't do was run, and because I wasn't a fast runner I felt my entire sort of games career was blighted.'* (Karla – Teacher)

In general it appears that teacher's negativity towards participation in PE at school was due to the focus on performance which reinforces findings by Ofsted (2005) who found this was a reason for the NCPE being delivered ineffectively in primary schools. Research here does not support the new National Curriculum for primary PE, as a greater focus on competition appears to be detrimental to some individuals and this study reiterates what was outlined by Ofsted in 2005. It is shown here that this focus on performance and competition has made a contribution to individual's negative attitude towards the subject and has consequently dented their confidence towards the delivery of PE and school sport. This implies that negativity can remain with an individual throughout their life and therefore the childhood experiences that they endure are crucial to their later development. Unfortunately, this could soon become a trend witnessed by many primary educators as the Coalition Government is committed to reforming sport in schools to create a lasting Olympic legacy (Roan, 2013; Woodhouse and Cannings, 2013) and coincidently encourage more competitive sports (Bardens *et al.*, 2012). Talks from the DfE (2013b) state that policies now want to improve coaching for children and inspire the Olympic and Paralympic stars of the future. However, this reemphasises the discussion that Smith (2013) also considered – whether or not children are

being taught or coached and the implication it may have on the NCPE and whether children that do not engage with the competitive element of the NCPE are discouraged from participation in sporting activities in the future. This justifies the importance of childhood experiences and highlights that they need to be positive. It is essential that PE and school sport promote high-quality experiences, in order to produce positive attitudes towards the subject, to help maintain the motivation to participate in long term physical activity in our future generations.

This is further emphasised in the findings, as not all teachers felt that their childhood experiences of PE and school sport were detrimental. In fact there were a selection of teachers who had a positive childhood experience of PE and it consequently had a positive impact on their teaching in adulthood. When asked about their childhood experiences and the effect it had on their opinion of the subject, they replied;

> *'Yes I enjoyed PE as a child, I loved PE… It definitely helped, because if you like something you're doing then they're going to put it into their teaching.'* (Adrian – Teacher)

> *'PE was my favourite subject at school and it was my dream to be a PE teacher when I grew up! I can quickly spot the children in my class that enjoy PE and I am mindful to try and make it enjoyable for all so that it is something they want to pursue as they get older.'* (Quentin – Teacher)

'I enjoyed it as a child but I was never very good at it and it was quite negative towards children who weren't very good, so I had the attitude that when I taught it would be PE for everybody and encourage it as much as I could.'

(Erin – Teacher)

'I loved PE in the junior school and remember the creative lessons like dancing around a maypole - traditional stuff that we don't tend to have anymore. I do remember some of the sports, the team games like rounders. That sort of stuff was great and we still do it in school today. I had a teacher that loved it and I think because she was positive about it, we were all positive about it and I don't mind teaching it at all now.'

(Felicity – Teacher)

A role model is shown here to be an essential part of a child's development and implies that if a teacher is positive towards physical activity then their class will follow the same trend. Ultimately, those who enjoyed PE at primary school are able to relate their own experiences to their teaching, and their ability to spot potential and areas for improvement is greatly increased. As well as this a more positive attitude will be portrayed if the teacher enjoys sport and would more than likely be able to deliver a higher quality of PE at primary level as a result. Again this reinforces the importance of positive childhood experiences as they are clearly shown to have an impact on the delivery of PE by primary educators.

Similarly, coaches were asked about their childhood experiences. Their responses however were much more positive with all of the participants

interviewed showing that they enjoyed PE as a child. For some it was even their favourite subject;

> *'I absolutely loved PE as a child, I couldn't get enough of it and basically wanted to do more.'* (Frank – Coach)

> '*Yeah I have always enjoyed PE and been interested in sport from a young age.'* (Leona - Coach)

> *'Yep I loved it.'* (Nathan - Coach)

> '*PE was my favourite subject.'* (Ursula - Coach)

> '*Yes I loved it!'* (Anthony - Coach)

It is evident that as a child, these individuals enjoyed PE and as a result carried this positive attitude towards the subject into later life and into their chosen profession. Thus supporting the beliefs by Morgan and Bourke (2008) who found that individuals were more likely to be physically active, with positive attitudes to physical activity, during childhood and later transfer this in the future if they have experienced enjoyable and successful PE programmes at school. Morgan and Bourke (2008) believe that the development of positive attitudes to physical activity during the primary school years is essential because opportunities, along with requirements, for physical activity often decrease when children leave school - while physical activity levels may be subject to change, attitudes are frequently long lasting. Importance is therefore placed on the value of quality PE programmes delivered at school. This however may pose further problems

for primary schools, as when coaches were questioned about where they enjoyed PE, in primary or secondary school, their responses were;

> *'Primary school PE wasn't brilliant but secondary school was very good.'* (Ivan - Coach)

> *'Yeah loved it … I did at secondary school , we didn't really have a lot of sports at the primary school I was at, we didn't have much PE at all.'* (Kyle - Coach)

Primary schools were found to lack suitable provision for PE, which supports the notion that PE and school sport are being delivered ineffectively at primary school (Warburton, 2001; Wright, 2004; Griggs, 2012a). Therefore like Morgan and Bourke (2008) this research has found a strong relationship between personal school experiences in PE and confidence to teach it;

> *'It has affected my teaching of PE because I still lack confidence… I worry that they know more skills than I do.'* (Doris – Teacher)

> '*It did, very much so, it did affect it and I have always been on the side of the kid that can't find their PE kit and can't do it.'* (Karla – Teacher)

It appears that successful and enjoyable experiences during childhood can facilitate the development of higher levels of confidence when delivering the subject. Like Griggs (2010), this lack of teacher confidence, portrayed from poor childhood experiences, provides coaches with the opportunity to justify themselves a place in the delivery of curriculum lessons. The links

with lack of motor ability appear to be closely linked to childhood experiences, which perhaps stemmed from the poor PE intuition they received during their youth.

4.3 Lack of motor ability.

When investigate the factors contributing towards the lack of teacher confidence in PE, it was identified that lack of motor ability was a key influence (Xiang *et al*., 2002; Hart, 2005; Morgan and Bourke, 2008). Similar finding are presented here as it appears that some teachers feel their lack of motor ability, often throughout their life, has a negative effect on their confidence in their own motor ability. When questioned about their own ability to participate in physical activity some teachers said;

> *'I do not feel I'm very good at sport. I don't seem to have much co-ordination!'* (Doris - Teacher)

> *'I hated playing ball games at school due to lack of ability.'* (Victoria - Teacher)

> *'I am not very good at sport myself.'* (Erin – Teacher)

> *'I absolutely hated PE because I wasn't fast enough.'*
>
> (Karla - Teacher)

However, due to the lack of motor ability, coaches also stress an unwillingness to participate in or deliver certain activities outlined in the

NCPE. Often this stems back to their own involvement in physical activity in PE and school sport during their childhood. For instance;

> *'I don't like doing gymnastics, probably because I'm not great at gymnastics and surprisingly enough I'm not that keen on teaching invasion games. I like to do dance.'*
>
> (Ivan – Coach)

> *'I do generally like most sports, I would say I dislike gymnastics the most just because I have no interest in it and I have never done it.'* (Kyle – Coach)

> *'Generally, I did enjoy PE, the only lessons I did not enjoy were when the lessons involved sports I was weak in.'*
>
> (Finlay – Coach)

This lack in confidence surrounding their own ability, has as a result affected teachers and AOTTs delivery of activities within the NCPE. Xiang *et al.,* (2002) identified that teachers felt that learning movement skills and demonstrating performance proficiency were of upmost importance when delivering PE. In support of this, Okley *et al.,* (2001a) as cited in Hart (2005) states that children are more likely to enjoy participation in physical activities and are more willing to attempt new skills if they have strong foundations in the fundamental movement skills. Alongside this, Harris (2005) suggests that these attributes are essential in the promotion of long term physical activity. Morgan and Bourke (2008) reiterate that to promote positive PE experiences it should focus on student enjoyment and provide opportunities for improving children's performance of basic motor skills. This supports the findings presented by Xiang *et al.,* (2002) and clearly shows the importance of motor ability in delivering high quality PE. When

teachers were asked about how lack of motor ability has impacted their delivery of PE, they commented;

> *'I consider myself to be a jack of all trades and master of none. I will have a go at any sport, I will try to learn the rules and I try my best. I do try to pass that ethos onto the children.'* (Taryn - Teacher)

> '*Although, I do lack confidence I still enjoy teaching it as I can see how much the children enjoy it. I just seek more advice from other members of staff about how to teach the skills than I would for other lessons.'* (Doris - Teacher)

Although teachers may be more confident at delivering certain aspects of the NCPE than others, they are by law required to deliver the breadth of activities outlined. As suggested above, teachers often have a go at delivering a variety of activities, but lack the knowledge and ability to perform skills to a high standard. This echoes findings from Griggs (2010) who, when questioning coaches, found that they believed teachers lacked specific expertise in this subject - were more jack of all trades, and even when they delivered activities they were less confident in, they still felt they could deliver it better than the teachers. This raises concerns, as if teachers are unable to demonstrate effective techniques to children, they may not be able to replicate skills to a high standard and consequently children may be unable to achieve their full potential. Reasons for this inability of some teachers to replicate efficient skill and consequently appear unconfident in their own motor ability are proposed by coaches;

> *'Some teachers just do not like doing sport which means they do not enjoy teaching the subject. I feel maybe they haven't had enough experience in sporting activities to feel comfortable teaching in this area.'* (Heidi – Coach)

> *'I think if the teacher is not very sporty or doesn't enjoy sports it will show through in their teaching.'*
>
> (Poppy – Coach)

As suggested here, coaches believe that some teachers do not enjoy sport due to their sporting background, and as a result can lead to them being less than confident in their own motor ability. This can be shown through their teaching and can therefore affect the quality of PE and school sport being delivered, negatively influencing the children in their class. It would be beneficial for children to have a role model that they can aspire to and therefore would more than likely encourage participation in PE if children could see their teacher participating in and enjoying sport. Support is therefore given to the use of coaches who are trained in a range of sporting activities, and as suggested here generally have a higher standard of motor ability;

> *'I have played netball, hockey, I have done athletics at a high standard, trampolining, gymnastics and quite a wide variety of sports.'* (Leona – Coach)

> *'I played for Birmingham city from seventeen till I was twenty one and I did a national diploma in sport whilst I was playing for them. I did all my coaching badges there, and I have coached in various schools for about ten years, five of which were for Birmingham city.'*
>
> (Nathan – Coach)

'I still play sport but I have played football and other sports since I could walk.' (Frank – Coach)

Here it is shown that the majority of coaches have or still do participate in some form of physical activity and often to a high standard. Whereas a teacher may feel they are good at one sport, coaches here tend to be competent in a variety of sports making them more versatile. Findings also imply that coaches' motor ability is of a higher standard, as well as their knowledge and understanding of the rules and tactics involved. With a combination of increased knowledge and competency, coaches may as a result be a more suitable role model for PE and school sport and therefore may be able to deliver a higher quality of PE than a teacher who lacks confidence in their own motor ability.

An area for further development is therefore suggested to be the motor ability of teachers and in some cases even coaches. Where teachers have lacked motor ability and have handed the delivery of PE and school sport over to AOTTs, Morgan and Hansen (2007) suggests that, for some, PE begins to lack value compared to other academic subjects. Blair and Capel (2011) developed a CPD programme that helped coaches to develop the necessary knowledge, skill and understanding for covering specified work in schools. The findings of the study highlight how the CPD programme provided coaches with a developing appreciation of what is required to deliver high quality PE. For that reason, if CPD courses could be implemented in this instance, to improve the confidence and competency of

our primary educators in their own motor ability, primary schools could see a shift in the number of children participating in and sustaining physical activity. The impact here could be increased positivity towards the subject and ensure that childhood experiences of PE and school sport are enjoyable, whilst providing fundamental motor skills to produce more able individuals with a positive attitude towards sporting activities in the future; thus leading to more confident individuals, possessing positive attitudes of their own motor ability, joining the profession as educationalists.

4.4 Insufficient Initial Teacher Training.

In 2003, Michael Gove stated that year after year, more people in England join the teaching profession than leave it (DfE, 2013c), with around 10,000 ex-teachers returning to the profession each year (DfE, 2014). Darling-Hammond and Baratz-Snowden (2007) shows that other countries have also seen a similar trend over the decade with America seeing around 100,000 new teachers entering classrooms each year. However, Griggs (2010) found that poor delivery of PE by teachers was a theme that repeatedly resonated from sports coaches, when justifying their place in delivering PE and this was often linked to their limited knowledge in the subject. With considerable literature reiterating this view, and reasons pointing to insufficient preparation of primary teachers to deliver subjects, this has led to the continued poor delivery of PE (Caldecott *et al.,* 2006a). Furthermore, Carney and Winkler (2008) found that there are only a few specialist teachers that work within this domain. Carney and Winkler (2008) continue

that the lack of time allocated to PE in ITT has been the main contributing factor towards this limited knowledge, with further research over the past two decades identifying that an increasing number of trainee teachers enter the profession with insufficient training in PE (Carney and Armstrong, 1996; Morgan, 1997; Clay, 1999; Warburton, 2001; Griggs, 2007b; Blair and Capel, 2008a). Ofsted (1998) stated that the time spent on PE training has decreased since the focus on core subjects has increased; NQT's are receiving as little as nine hours PE training on a PGCE and five hours on a SCITT (Caldecott *et al.*, 2006). When questioned about their training teachers said;

> *'We did a whole day on PE, that was it for the year... it was gymnastics.'* (Adrian – Teacher)

> *'I did a Primary PGCE at X. I had three sessions on PE, three hours each – so nine hour in which we covered dance, gymnastics and invasion games.'* (Doris – Teacher)

> *'I did a PGCE at Y. We had six hours of dance, six hours of games and six hours of gym.'* (Ian – Teacher)

> *'I was at Z and I did a Key Stage Two and Three, ICT PGCE ... I think we had three, hour long sessions of PE in the whole time.'* (Noreen – Teacher)

This supports the findings by Caldecott *et al.*, (2006a) who found that teachers are insufficiently prepared to teach PE and suggests that training over the years has not been altered, sustaining the findings by Ofsted (1998) who imply that the focus remains on the core subjects. All of the above teachers that were questioned are relatively new to teaching, and like previous research over the last five years they have also only received a

small amount of training in PE with three being the fewest hours and eighteen been the most. In order to identify whether or not this is sufficient preparation, they were asked if they felt that their training in PE was enough to make them confident deliverers of the subject. They responded;

> *'Well no not really, but it's only a year's course so you're not going to get much out of a year.'* (Adrian – Teacher)

> *'No... time wise for it to be enough I would have had to do a three year course, but I did just the one year n my PGCE. I wouldn't say it was enough to prepare you fully for going into school.'* (Noreen – Teacher)

> *'My PGCE course covered primary PE in approx 2/3 1 hour sessions. There was not enough coverage of any sport or activity. Health and safety issues were not discussed or adequate advice given to teach PE in school.'*
>
> (Paula – Teacher)

It became obvious from these statements that the teachers felt they received insufficient training and indicates that nine hours is not merely enough preparation for the delivery of PE in primary schools. Noreen felt that in order to be fully prepared to deliver PE to a high standard in primary education, a three year course was required. Despite this, another teacher, who participated in four years of training, felt that even four years was insufficient to fully prepare them for the delivery of all the activities outlined in the NCPE. They claimed;

> *'I did a four year BA Honours degree with QTS and I think I did about 3 hours of PE a year …certainly not enough. I only started learning about teaching PE and understanding what we had to do to make the children learn and progress.*

> *I only learnt that on the job by watching other teachers.'*
> (Taryn – Teacher)

This suggests that not only is a year's PGCE course just not sufficient enough, but neither is a four year course if it too has very little focus on PE. These findings led to the investigation of previous qualifications before entering the teaching profession. Capel and Katene (2000) identified that one of the main factors causing reduced teacher confidence was the lack of qualifications and poor knowledge on entry onto a PGCE course. Previous research by Gower and Capel (2004) supported these findings as they found that the majority of primary teachers did not possess an undergraduate degree in PE and consequently entered their PGCE with little or no PE knowledge (Hart, 2005). When questioned about previous qualifications and whether this helped their teaching of PE, teachers answered;

> *'Yes, politics.... [laugh] erm ha ha no.'* (Adrian – Teacher)

> *'I did a BA Hons in Special Educational Needs and Inclusion Studies. This has helped towards teaching PE because it has enabled me to think more clearly about how to include disabled children into sports lessons.'*
>
> (Doris – Teacher)

> *'Disaster management... It helped in terms of risk assessment and knowing aspects with what would be safe and what wouldn't be safe.'* (Ian – Teacher)

> *'Computing and management... No.'* (Noreen – Teacher)

Out of all of the teachers questioned, not one had an undergraduate degree within PE, and the data collected shows that generally teachers did not

possess a degree in anything that they felt was potentially useful in the delivery of PE; particularly in regards to the sheer range of activities. Combined with the insufficient PE tuition in ITT, this supports previous statements that teachers are left feeling vulnerable and unprepared to teach the range of NCPE activities (Hardy, 1996 as cited in Mawer, 1996; Blair and Capel, 2008b). Unfortunately, it appears that despite developments in education, ITT in this area remains insufficient.

Despite the data showing that teacher training is currently insufficient, it is apparent that this has not always been the case. One teacher who has been in the teaching profession for around thirty six years had a very different type of training. She said;

> *'In college we had training for all of the subjects, my main subject was mathematics and we had a second subject which was music. All of the other subjects got equal weight ... so the other eleven subjects, art, history, geography, PE all of those had one slot a week. It was well taught too.'* (Karla – Teacher)

This emphasises that over thirty years ago teacher training was equally weighted between all eleven subjects, showing that each was just as important as each other. More recent training has shown a shift from this to a focus on the core subjects, which further supports the findings by Ofsted (1998). With a more equal balance of training across all the National Curriculum subjects, this should prepare primary teachers better for when

they start their placement within a school, and raises questions as to why the training courses have been altered so much over the past few decades.

This lack of knowledge has led to the increase in the number of AOTTs being used in schools to ultimately deliver part, or even the entire PE curriculum (Griggs, 2010; Smith, 2013). Like teachers, coaches too are questioned about their ability to deliver high quality PE; they hold numerous governing body qualifications, but they are not qualified teachers (Blair and Capel (2011). Therefore they may not be adequately prepared to teach PE in curriculum time. Blair and Capel (2011) took this opportunity to look at coaches' perceptions of the four areas that are deemed essential in the delivery of specified work to cover PE; short- and medium-term planning, pedagogy, knowledge of the curriculum and reflection. Despite the apparent confidence exuded by sports coaches (Griggs, 2010) results showed that, for the majority of coaches, the CPD programme had consequently made them more aware of the importance of each of these areas, allowing them to put their newly gained knowledge into practice when covering PPA lessons. However, concerns were raised by Smith (2013) about how often teachers were meaningfully involved in the planning and delivery of PE sessions when coaches were required to produce their own planning. Consequently, this raised concerns about whether the use of coaches was as a result likely to enhance or diminish teachers' confidence in their own delivery of PE.

Like teachers, it appears that coaches too require CPD to ensure that the quality of what is delivered meets the requirements of the NCPE and is delivered to a high standard. On the other hand, Blair and Capel (2011) continues that further input is still required to develop coaches' knowledge and ability to apply what they have learnt effectively into the curriculum. Thus not offering any clear justifications as to who is best suited to delivering PE and school sport in our primary schools, instead reiterating the discussion raised by Smith (2013) as to the difference between teaching and coaching children and the perceived implications employment of AOTTs may have on our current educators.

4.5 PE content knowledge.

This sheer lack of PE content knowledge delivered within ITT is severely affecting teachers' confidence to later deliver it in a primary setting (Hart, 2005). Grabber (1995) found that teachers did not know how to deliver PE, as although they knew they were required to combine content knowledge with pedagogical strategies, they did not know how to. Alongside this it became apparent that through previous research teachers lacked understanding of the rules, tactics and techniques required to deliver the range of NCPE areas and consequently left them with low levels of confidence when delivering PE lessons (Xiang *et al*., 2002; Morgan and Bourke, 2008). This appears to have remained as when questioned about what affects their opinion of the subject, teachers said;

> *'I do not have sufficient knowledge in the skills and tactics involved.'* (Doris – Teacher)

> *'I don't feel confident teaching many skills and there are lots of different areas.'* (Enid – Teacher)

> *'I am often unsure of how to teach sports due to not knowing rules.'* (Victoria – Teacher)

> *'I am not always confident with knowing what skills to look for, how to develop through progression and trying new tasks.'* (Brenda – Teacher)

This reinforces that teacher's knowledge within the subject surrounding the rules, the skills involved and the progressions needed to develop the range of NCPE activities is still limited. As a consequence it has been highlighted as a barrier to the successful delivery of PE. Gower and Capel (2004) stress that if a teacher's knowledge is limited then subsequently pupils learning will also be limited and expertise in a subject will allow for teachers to recognise problems in pupils learning, plan easier, plan in detail, develop instructional strategies and increase comfort and enthusiasm (Schemp *et al.*, 1998). Further research supports this as it highlights that teachers who possess good PE content knowledge were able to encourage more positive student engagement within PE lessons (Ryan *et al.*, 2003; Capel, 2007).

Coaches also reinforced these views as when they were asked what factors affected teachers' opinions of the subject there appeared to be a reoccurring

theme related to knowledge and understanding within the subject. Coaches felt;

> *'A lot of teachers don't really understand the rules of different games and they don't know how to progress on from the sport.'* (Anna – Coach)

> *'Primary teachers try and cover too many subjects, therefore they do not receive enough training on how to teach PE.'* (Poppy – Coach)

It appears that coaches feel that in order to be more confident deliverers of PE, teachers need to have more training on the rules for the different activities, and learn new ways to progress skills to help children achieve a high standard of physical activity within school.

This lack of knowledge has led to the increase in the number of AOTTs being used in schools to ultimately deliver part, or even the entire PE curriculum (Griggs, 2010; Smith, 2013). Lavin *et al.,* (2008) and Smith (2013) identified that coaches have better subject knowledge and enthusiasm than teachers and this has subsequently led to the opinion by some teachers that sports coaches are more superior in the teaching of PE. In fact, Griggs (2008) found that some teachers were glad to be rid of it. Questionnaire data shows that some teachers did feel inferior to coaches, as when asked who is best suited to delivering PE they commented;

> *'Coaches – they have experience and knowledge of different PE aspects which will be more beneficial to the children.*

Children gain more from specialist knowledge of coaches.' (Doris – Teacher)

'Trained coaches – PE is a specialism like music and should be treated as such.' (Karla – Teacher)

'*Coaches for specialist training, and where the teacher lacks confidence.'* (Oscar – Teacher)

'Specialist coaches – as there is a broad curriculum and a number of skills to be taught, it is not always possible for a primary teacher to have up to date knowledge/ expertise to deliver lessons to a high standard. Some teachers are not confident with certain sports.' (Paula – Teacher)

'Qualified coaches – I think coaches who specialise in certain sports would be best to deliver PE ... teachers (apart from specialists) generally don't have the in depth knowledge of sports that coaches do. This would enable children to have access to better quality PE, knowledge and skills.' (Victoria – Teacher)

It is apparent that a large number of teachers feel their knowledge of sporting activities is inferior to that of coaches, and they believe that in most cases children would benefit from the input of a coach in their PE lessons. As highlighted earlier, teachers are not always confident to deliver the range of the activities offered in the NCPE, and it is suggested that coaches could be used to deliver more specialist activities where teachers lack confidence. This suggests that an area for further development is the PE content knowledge of primary teachers and supporting them to feel more confident about their own PE delivery. Taylor and Garratt (2013), as cited in Potrac *et*

al., (2013) indicates that the government are encouraging coaches and teachers to work alongside each other to improve the standard of PE. Therefore, in certain instances it may be beneficial for coaches to go into schools to deliver specialist activities with the insightful eye of the class teacher observing. This would provide CPD for teachers and ultimately help improve their knowledge and understanding of rules, tactics and progressions that will make them more confident and competent deliverers of PE. This is supported by Petrie (2010) who believes that the use of CPD programmes will help improve the quality of PE and school sport in primary schools. Similarly to this, previous CPD courses found that in order to improve student achievement a main focus in training should be teacher's subject knowledge and how pupils understand and learn it (Walkwitz and Lee, 1992; Rovegno, 1995; Cohen and Hill, 2001; Hart, 2005).

Like teachers, coaches too are questioned about their ability to deliver high quality PE; although they may hold numerous governing body qualifications, they are not qualified teachers (Blair and Capel, 2011). Therefore they may not be adequately prepared to teach PE in curriculum time. Blair and Capel (2011) took this opportunity to look at coaches perceptions of the four areas that are deemed essential in the delivery of specified work to cover PE; short- and medium-term planning, pedagogy, knowledge of the curriculum and reflection. Despite the apparent confidence exuded by sports coaches (Griggs, 2010) results showed that, for the majority of coaches, the CPD programme had consequently made them more aware of the importance of each of these areas, allowing them to put

their newly gained knowledge into practice when covering PPA lessons. However, concerns were raised by Smith (2013) about how often teachers were meaningfully involved in the planning and delivery of PE sessions, when coaches were required to produce their own planning. Consequently, this raised concerns about whether the use of coaches was as a result likely to enhance or diminish teachers' confidence in their own delivery of PE.

Like teachers it appears that coaches too require CPD to ensure that the quality of what is delivered meets the requirements of the NCPE and is delivered to a high standard. On the other hand, Blair and Capel (2011) continues that further input is still required to develop coaches' knowledge and ability to apply what they have learnt effectively into the curriculum. Thus not offering any clear justifications as to whom is best suited to delivering PE and school sport in our primary schools, instead reiterating the discussion raised by Smith (2013) as to the difference between teaching and coaching children and the current attitudes towards PE that have consequently emerged.

4.6 Teacher's attitude towards PE.

The attitude of teachers has been found by previous research to consequently affect the opinions of students (Xiang *et al.*, 2002; Hart, 2005; Morgan and Bourke, 2008). It was shown that teachers who were happier delivering PE and school sport were able to encourage more positive student engagement in lessons (Ryan *et al*., 2003; Capel, 2007) and therefore

emphasises the importance of teachers possessing a positive outlook towards the subject. Despite previous research identifying that PE was not well liked by the majority of primary teachers (Griggs, 2008), more recent evidence clearly shows that that is now no longer the case. In fact the majority of teachers now enjoy teaching PE and when asked if they enjoyed teaching PE, questionnaire data revealed these comments;

> *'Yes because I enjoy teaching the children in a completely different environment and observing how they work with others. I think PE allows children who aren't confident in the classroom to flourish in a different environment.*' (Brian – Teacher)

> *'Yes, I feel it gives children experiences of activities which can be fun but also help them follow a healthy lifestyle.'* (Francesca – Teacher)

> *'Yes I believe so. It enables the teacher to promote activity in a less pressured environment away from the classroom.'* (Ian – Teacher)

> *'Yes! As a child myself I never really succeeded in literacy/numeracy etc, but seemed to blossom in PE and sport. I now see this happening again when I am teaching, so I use sport and PE to give them confidence and opportunities to succeed!'* (Taryn – Teacher)

In this study, it is clear that the majority of teachers enjoy delivering PE to their pupils and they are recognising that through sport less academic children are given the opportunity to achieve success. This appears to be linked to past experiences and often teachers are relating to their own childhood experiences of PE to the lessons that they deliver now. Combined

with the recognition of the important health benefits associated with participation in PE teachers are showing a more positive attitude towards the delivery of the subject with only the minority of the participants showing a dislike to the subject;

> *'Not really – I do not have sufficient knowledge in the skills and tactics involved. I find behaviour challenging as children get over-excited.'* (Doris – Teacher)

> *'Not particularly. I don't feel confident teaching many skills and there are lots of different areas.'*
>
> (Enid – Teacher)

For the individuals that dislike PE it is apparent that their negative attitude towards the subject stems from lack of confidence in their own delivery, and this is predominantly due to lack of knowledge. This supports previous research that found that this was an area causing reduced teacher confidence (Xiang *et al*., 2002; Hart, 2005). This supports further research into this area and highlights the potential need for the implementation of CPD courses.

It is however most apparent from the research that although teachers now enjoy the delivery of PE, they still have their reservations about areas of the NCPE and tend to favour certain aspects to others. The requirements for the range of activities in the NCPE appear to cause a few concerns for some teachers and although they may be confident in their delivery of one activity, they often feel their knowledge base is inadequate for more specialist activities. For instance teachers said;

> *'I enjoy gymnastics, rounders and netball. I like dance but unless I have music and planning I find using my own ideas challenging.'* (Karla – Teacher)

> *'I enjoy teaching games lessons (especially outside). I find some aspects of gymnastics difficult to teach and not inspiring.'* (Louise – Teacher)

> *'I enjoy the areas of PE in which I feel confident. In highly specialist areas such as gymnastics I am less confident.'* (Oscar – Teacher)

Concerns can be raised here as if teachers are only confident in the delivery of certain activities it questions whether or not they are competent deliverers of the subject and able to offer our children the best possible PE and sporting experiences that they deserve. With activities such as dance and gymnastics appearing to be the least favourite amongst teachers, it suggests that teachers lack the knowledge and understanding to produce high quality lessons and as a result questions the ITT that teachers received. With there being limited opportunities for teachers to undertake CPD (Armour and Duncombe, 2004; Blair and Capel, 2011, 2013; Harris *et al*., 2012), this could therefore be an area chosen for development and courses looking into the time allocated in ITT for more specialist activities such as dance and gymnastics, as well as the implementation of booster CPD courses could be implemented. With this put into practice, teacher confidence should increase and as a result should help teachers to portray a more positive attitude. This attitude should be reflected upon the children in their class and ultimately encourage a more positive student engagement in PE (Ryan *et al.,* 2003; Capel, 2007). However, with teachers often lacking confidence in certain

areas of the NCPE, there is still room here for the employment of AOTTs to cover specialist activities.

4.7 Increase in the number of AOTTs in primary schools.

Combined, poor childhood experience, lack of motor ability, poor ITT and lack of subject knowledge have contributed to the increase in the number of AOTTs entering our primary schools in a PE setting. Since the introduction of the PESSYP strategy in 2005 we saw an increase (Lavin *et al*., 2008) as this strategy was introduced in order to relieve some of the pressures put onto teachers and help meet the ambitious target of five hours of PE and school sport each week. It was identified by Sports Coach UK (2004) and Griggs (2008) found that there are large numbers of people being used to deliver sporting sessions. The data collected reemphasises this as the majority of schools use coaches, six out of the nine chosen, whether it be just after school clubs or being bought in to deliver more specialist activities alongside staff led sessions. However, despite a large amount of coaches originally being employed to deliver extra-curricular sport, a worrying trend has been the move from coaching during extra-curricular activities to increasingly delivering curricular PE lessons (Blair and Capel, 2008a, 2008b; Griggs, 2008, 2010; Smith, 2013). When asked if they were initially employed to deliver extra-curricular activities and then asked to teach PE afterwards. Coaches replied;

*'I did yeah.' (*Frank – Coach*)*

'Yes.' (Poppy – Coach)

'Yes, my hours increased which then included PE lessons.' (Ursula – Coach)

'I worked in afterschool sessions and summer clubs before being involved in PPA cover work.' (Dennis – Coach)

This supports previous research and emphasises that this is still an accepted occurrence. By employing coaches in schools, they are then being asked to help in other areas. This may be due to the fact that through working with the children after school, they will become aware of their needs and become familiar with the schools policies and procedures; teachers' questioned identified these as an important factor when delivering PE and school sport. On the other hand, around half of the coaches interviewed stated that they were initially employed straight into PE lessons or to cover PPA. They commented;

'No it was the other way round, originally I was a sports coach delivering PE in primary schools and covering the National Curriculum itself.' (George - Coach)

'*Yeah working for another company I used to do an after school club and dinner time club every day and then moved to the company I am with now and do PPA cover.'*

(Ivan – Coach)

'No, with the company I work for I started straight away delivering PE lessons.' (Leona - Coach)

'I got into coaching through Birmingham city then there scheme which is football in the community, I just got in

through that and that's when I started covering PPA lessons.' (Nathan – Coach)

'I originally started as a Judo coach to deliver Judo in PE lessons.' (Finlay – Coach)

Here coaches show that they are employed for the purpose of delivering specified work in schools. This supports previous research showing that PE was the chosen subject in many schools to be covered to allow for PPA time (Griggs, 2008; Blair and Capel, 2013). One teacher supports this as when asked if PE was often covered to allow for PPA she said;

'When it first started yes, everybody was covered and it was PE.' (Karla – Teacher)

This supports past research as well as the findings from this study, as coaches appear to still be used to deliver PPA. Questionnaires gained more information surrounding this and when asked who should deliver PPA, participants answered;

'Specially trained P.E. teacher/ specialist'. (Doris – Teacher)

'Specialist teachers/ coaches – specialist knowledge'

(Greg – Teacher)

'Outside agencies (if it is well-organised with school).'

(Harold – Teacher)

'PE co-ordinator/ coaches.' (Olivia – Coach)

'Coaches having liaised with teachers on planning.'

(Edward – Coach)

'Coaches as this is a cheaper option to schools than getting a supply teacher or someone else in to cover the PPA time throughout the week.' (Frank – Coach)

'Depends on the teacher and the knowledge the coach has surrounding the curriculum.' (Vivian – Coach)

'Sport specific coaches – again coaches to deliver as they have the knowledge and enthusiasm for the children to learn.' (Mandy – Coach)

'Sports coach - PPA time is usually given to sports coaches, which I think is ok as long as the curriculum is being followed.' (Leona – Coach)

'Coaches as the teacher is using this time to plan PPA, so the coach takes the session because of their specialist training.' (Eric – Coach)

Although the majority of teachers felt that teachers should delver PPA and the majority of coaches felt that coaches would be better suited, there is still substantial support for the use of coaches. Here it becomes apparent that in order for coaches to deliver PPA effectively they require specialist knowledge of the NCPE and are able to plan effectively with the school. Thus reinforcing the findings by Blair and Capel (2011), who suggest that coaches still require specialist knowledge in order to deliver the NCPE effectively. However, Griggs (2008) found that coaches are also asked to

deliver activities that they have little or no knowledge about and given only slight direction as to what or how they should deliver these sessions. Consequently, some coaches are left feeling less than enthusiastic about covering PPA time (Griggs, 2010). However, it was not a recurring issue in the findings, with only two coaches discussing the lack of direction and planning;

> *'Sometimes yes, sometimes no ...I'd get told what I needed to cover so I would go and research it myself and I would go and speak to a few people that I knew that had been coaching or teaching for quite a few years and they would give me ideas.'* (Frank – Coach)

> *'I think there is about four or five of my sessions now that cover PPA, I haven't got a problem with it, but any PPA lesson I cover I have never been given a schedule of what to teach or what to coach. All I do is go in and deliver football as that's my background, that's what my qualifications are in, but I've never actually been given a structured session, you know, a topic to teach.'*
>
> (Nathan – Coach)

Instead, it appears that the majority of coaches felt prepared to deliver PPA sessions and they showed signs of following planning, which supports findings by Blair and Capel (2011) who reiterated the importance of planning when delivering PE and school sport. Coaches responded;

> *'Yeah we have a planning folder and we have attainments as well so when we are doing our PE lessons we can assess the children as we go along.'* (Kyle – Coach)

> *'Yes I cover PPA. In PPA sessions, the company I work for construct sessions to be taught. I don't mind this as at the end of the day I get paid for it.'* (Anthony – Coach)

This appears to be leading to more positive attitudes expressed by coaches when delivering PPA. However, despite PE once being predominantly chosen to be covered to allow for PPA, it has become apparent that some schools are altering this so that primary teachers are taking more responsibility for the physical activity of their classes. It appears that school timetables have been created to allow for this and teachers identified that the allocation for PPA is determined not by the subject, or by the ability of the teacher, but merely the structure of the timetables set;

> *'The lessons covered depend on the class timetable and when PPA falls'*. (Enid – Teacher)

> '*That's a timetable thing, I don't think it's a look at these people they can't teach PE, I think that's just how it fits into the timetable.'* (Karla - Teacher)

This shows that teachers are having more responsibility for the needs of their class and are aware of the requirements of the National Curriculum. Concerns however may be raised here as to where this leaves teachers who are perhaps not confident deliverers of PE and as a result questions whether the subject will be delivered to a high standard.

Finally, research has shown that coaches are being used in primary schools to offer CPD programmes and deliver PE lessons in which generalist teachers can observe their practice (Xiang *et al.,* 2002). Numerous researchers portray a negative attitude towards one day CPD courses as they often have little follow up and are often delivered outside of the contextual

environment (Armour and Yelling, 2007; Blair and Capel, 2011; Harris *et al.,* 2012). However CPD programmes bring about change in teachers' classroom practices, their beliefs and attitudes and students' learning outcomes (Guskey, 2002). As a result, participants were asked who they thought should deliver CPD courses. Questionnaires and interviews revealed;

> *'Coaches and organisations such as Sports Coach UK.'* (Edward – Coach)

> *'I also think sports coaches are best to deliver CPD as it can improve a teacher's knowledge of sport and give them new ideas. Then they may feel more comfortable taking this subject.'*
>
> (Heidi - Coach)

> *'Coach/ specialist in the area.'* (Nathan - Coach)

> *'Elite coaches.'*(Qacha - Coach)

> *'Coaches - I have been a football coach, I have been qualified to a high level for many years and my past experience in playing at a pro level has given me great knowledge in that field. I think my knowledge would be superior to teachers on this subject, plus I have the passion to deliver these sessions.'* (Heidi - Coach)

> *'Specialist teachers/ coaches – specialist knowledge.'* (Greg - Teacher)

> *'Experts with teaching background – share expertise of specialist sport with a teacher on understanding constraints.'* (Ian - Teacher)

'PE experts, CPD courses should be delivered by someone with superior knowledge and expertise of PE.'

(Jake - Teacher)

'Sports professionals/ coaches.' (Paula - Teacher)

These show that the majority of participants were in the favour of coaches or specialists in the activity to be used to deliver CPD. Following this, interviews then identified areas that teachers felt they would benefit from if activities were offered as part of a CPD programme. Teachers continued;

'Health and safety more than anything else to make sure we are doing positions correctly, to make sure that in a world that is so health and safety conscious that you are going to make sure a child is not going to injure themselves. And technique maybe, it would be good to maybe have training courses to give you new ideas of things to put into lessons.' (Erin – Teacher)

'Swimming, gymnastics and dance. I mean ideally it would be nice if we could have someone who could deliver an inset on dance or gymnastics. I assume that swimming is obviously out the question.'

(Adrian - Teacher)

'Dance definitely, perhaps a little bit on gymnastics because we tend to teach the basics that I know about (pointing and shapes and movement), but you always need fresh ideas.' (Felicity - Teacher)

It has become apparent that teachers feel coaches can be used to develop their own knowledge and understanding of more specialist activities: dance,

gymnastics and swimming. Through these teachers would like to learn the skills and techniques that are deemed safe when delivering the NCPE. Although, Xiang *et al.,* (2002) identified that even after observing a number of PE lessons, many classroom teachers were still under the impression that they did not possess the knowledge or ability to effectively deliver high quality PE. Blair and Capel (2011) on the other hand have shown the success of a CPD programme and consequently this offers justification for the use of coaches in the delivery of our PE curriculum. Due to their increased involvement in PE and school sport educationalist query their effect on the teachers and the quality of the activities being delivered.

4.8 The perceived influence of AOTTs on PE and school sport.

Some schools do not use coaches to assist with the delivery of PE and school sport and the involvement of staff in extra-curricular activities dwindled many years ago (Penney and Harris, 1997). Research conducted over the decade suggests that this has remained unchanged (Lavin *et al.,* 2008; Rainer *et al*., 2012) with teachers claiming that they have too much work to do (Sport England, 2003). This study reemphasises these difficulties as when teachers were asked if they would like to offer extra-curricular activities, work load and time restraints became a common occurrence. They commented;

> *'There is no way teachers would add that to their work load, I don't think they have the opportunity to.'* (Karla - Teacher)

> *'I can't at the moment as I don't have enough time.'* (Noreen - Teacher)

> '*I think there is definitely constraints … I do one or two clubs a week, I'd like to do more but there just isn't the time with staff meetings and other commitments around the classroom to complete.'* (Ian - Teacher)

With high workloads and limited time available for teachers to offer opportunities to participate in extra-curricular activities, it questions whether schools would be able to meet the five hours of PE and school sport outlined by the government. Alongside this, teachers are asked to deliver sporting activities, in what is often deemed a coach only zone (Smith, 2013). Moreover, unlike coaches, they are not specialists in this area and consequently may not be delivering activities to a high standard.

Coaches have since been employed to deliver extra-curricular activities to help meet the ambitious targets of five hours of high quality PE and school sport (DCSF, 2008). Worryingly, some schools provide no extra-curricular activities due to high work demands on staff in other curricular areas and head teachers have reported that they would be more likely to utilise the help of external sporting specialists to deliver extra-curricular activities (Rainer *et* al., 2012). Like most schools, coaches are often wanted or expected to deliver individual or specialist sports in extra-curricular time and previous research elaborated this as AOTTs claimed that they focused on sports, in order to produce Olympic medallists for the future (Smith, 2013). This statement is supportive of the latest government strategies to

produce a ‘sporting habit for life’ - through the use of the Olympic and Paralympic games it strives to create a lasting legacy of sports participation in Britain (DCMS, 2012). This Olympic style of school games also reiterates latest policy which suggests that school based clubs with links to sporting governing bodies should increase. Without links and qualifications to governing bodies, teachers may find this increasingly difficult and therefore, where specialist sports are concerned, may enlist the help from more AOTTs.

However, AOTTs are also being used to deliver curriculum PE (Griggs, 2010). Research suggests that teachers have a negative attitude towards the subject and its consequent value in education (Faucette and Hillidge, 1989). McKenzie *et al.,* (1995) support the use of coaches in PE as they found that PE specialists were more likely to provide effective instruction, teach for longer durations with increased activity time and offer more effective instruction than teachers. However, although coaches are sports specialists, research concludes that they often lack appropriate teaching qualifications (Smith, 2013). Coaching courses, according to Blair and Capel (2013) do not adequately prepare coaches for working with pupils in the NCPE or delivering extra-curricular provision; they lack key elements of pedagogy and reflective practice. Research supports this as through questionnaire data, coaches said;

> *‘I believe the teachers should be delivering the PE lessons to their children, this is due to the fact that some coaches do not understand the children’s needs nor the knowledge*

of the National Curriculum and developing the whole child, so therefore are not teaching the subject but just coaching different drills.' (Frank - Coach)

'I think in the ideal world PE should be delivered by PE teachers not coaches as teaching is very different to coaching. However, there are not enough PE specialist teachers in primary schools and coaches are filling the void. Teachers however understand the needs of developing the child a lot better than coaches and approach things in the correct way relating to education.' (George - Coach)

'As PE is part of the set curriculum a primary teacher should be able to deliver this session. If a teacher had more interest and experience in PE it could be the better option as they know the structure and curriculum that is expected in a primary school. However, sports coaches do have the knowledge, experience and enthusiasm in sport which children can benefit from. As PE is an important part of keeping children fit and active it is important to have someone teaching the session who enjoys the subject.' (Heidi - Coach)

This supports that some coaches feel they lack elements of educational pedagogy in PE. Sports Coach UK (2004) supports this, as they believe that some AOTTs lack the expertise that is needed to deliver PE effectively at primary level. However, here coaches claim that although teachers should possess relevant knowledge to deliver PE due to their ITT, in the 'ideal world' this is not always the best solution as schools lack specialist PE teachers. This is supported by research surrounding the standard of ITT; the lack of time allocated to PE in ITT has been the main contributing factor towards an increasing number of trainee teachers entering the profession

with insufficient training in PE (Griggs, 2007b; Blair and Capel, 2008a; Carney and Winkler, 2008) and therefore justifying why some schools choose coaches to deliver all or part of their PE curriculum.

Whilst coaches are more commonly being used to deliver PE in the curriculum (Blair and Capel, 2011; Smith, 2013), debates remain surrounding their use. Previous research claims that coaches prioritise sporting objectives over educational goals surrounding teaching and pupil learning (Blair and Capel, 2011). This research offers support for this claim as one coach was a qualified teacher before he left the profession to become a coach. Interestingly he mentioned how he likes to deliver his sessions;

> *'I go into a school, I like to teach, I think in some primary schools it's better to go in and coach but that's not really what I am about.'* (George - Coach)

This suggests that there are different ways that AOTTs can deliver a PE lesson. Alongside this, Smith (2013) also comments on the difference between teaching and coaching. Whilst coaches have superior knowledge of how to develop performance in their activity, Flintoff *et al*., (2011) suggest that they have limited experience of how to adapt this to working with young children. Flintoff *et al.*, (2011) argue that though the employment of coaches, schools risk the delivery of pedagogy that is inappropriate for young children. Although coaching can lead to the production of elitist performers for future Olympic and Paralympic games, Morgan and Bourke (2008) suggest that effective PE programmes should provide all children with the opportunity to enjoy involvement in a variety of physical activities

so that they are able to participate willingly in activity throughout life. Morgan and Bourke (2008) continue that PE should allow children the opportunity to improve their own ability in the performance of basic motor skills, thus providing positive PE experiences. Through a coaching approach to the delivery of PE the focus will inevitably shift towards competition, which Ofsted (2005) found to be detrimental to some individuals and as reiterated in this research project, a focus on performance and competition has led to some individual's negative attitude towards PE. Therefore the type of delivery best suited to the requirements of the NCPE, government policies and needs of the children is questionable.

Furthermore, Smith (2013) questions the degree to which teachers are involved in the planning and delivery of sessions and whether or not coaches enhance or hinder teacher's confidence and knowledge in the subject. Due to coaches extensive knowledge in specialist sports, they are being used to offer CPD programmes and deliver PE lessons in which generalist teachers can observe their practice. Research however suggests that this is not always successful (Xiang *et al.,* 2002). Despite this Xiang *et al.*,(2002) found that even after observing a number of PE lessons many classroom teachers were still under the impression that they did not possess the knowledge or ability to effectively deliver high quality PE. As a result coaches were asked about teachers input in lessons, and they commented;

> *'If they are in there looking after certain groups of kids and making use of themselves and they are not distracting the kids from what you are doing then they are of course a help.*

If they are in the class not doing anything they can still be a help just in case something went wrong , so I think it is always good if there is a member of staff you can utilise.' (George - Coach)

'In terms of behaviour management it is helpful, I prefer teachers to be there so they can deal with behaviour so I can get on with delivering the sessions. Sometimes it might be a hindrance when they are overpowering and tend to interrupt whilst I am trying to teach when sometimes it is not needed.' (Leona - Coach)

'The children would often be a lot more behaved but you wouldn't get as much out of them as the teacher would always put in an input. When you're trying to teach, the teacher would always stand up and shout at one child and your thinking, well it's my lesson, you should be observing me, you should make a note for me to say to them come on.' (Frank - Coach)

'Some come in and poke their head in now and again, but they aren't much help when they do stay in on the lessons cause they just stay on their laptop or are just planning stuff.' (Nathan - Coach)

This suggests that even when teachers are given the opportunity to observe coaches' practise, they are often not fully engaged in the lesson. Instead teachers appear to be utilised to assist with behaviour management, injuries or completing tasks for other areas in the curriculum. This can be perceived by some as a waste of this specialist resource as some teachers receive none, or limited opportunities to observe or practice the delivery of PE due to outside agencies covering PPA and cancelation of lessons (Haydn-Davies, 2008). In support of this, teachers generally seemed positive about the use of AOTTs being used to deliver CPD courses and even encouraged the

combined use of coaches and teachers to improve the standard of PE and school sport. When asked whether or not they thought coaches and teachers could work together to improve PE, and if so how, teachers replied;

> *'I have observed the PPA teacher to pick up ideas on how to do different warm ups etc so it is possible to work together and learn from each other. She has recently incorporated my behaviour management technique of playing calming music while the children get changed to encourage them to start a lesson calmly.'*
>
> (Doris – Teacher)

'*Yeah that would be good actually.'* (Noreen - Teacher)

> *'I think by having a regular coach coming in at dinner times and getting to know the class they will be working with is beneficial, and perhaps one week the coach could lead and the next week the teacher leads with the coach acting as support… I think for teachers professional development, if a coach does come in, the teacher ought to be in there for things like crowd control and behaviour management because at the end of the day it is the teacher that is in charge of that class not the coach.'*
>
> (Taryn – Teacher)

Support is given here for the development of professional relationships between coaches and teachers to work together in alliance, thus supporting research by Taylor and Garratt (2013), as cited in Potrac *et al.*, (2013). Similarly, by coaches dominating this area the responsibility of delivery is being removed from teachers and Keay and Spence (2012), as cited in Griggs (2012), believe that this is resulting in teachers becoming gradually more de-skilled in this area. This consequently offers an alternative solution

to preventing teachers becoming less skilful and supporting both the use of AOTTs and teachers effectively.

4.9 Summary.

With continuous changes being made to government policies and strategies, there has been an increased number of AOTTs being used to improve the standard of PE and school sport (Griggs, 2010). This is due to the fact that the majority of teachers are not certified PE specialists (Hardman, 2008) and they have reduced confidence and motivation to teach PE (Faucette *et al*., 2002). Reasons for this are clearly identified as poor childhood experiences, lack of motor ability, poor ITT, lack of PE content knowledge and teacher's attitude towards the subject (Xiang *et al*., 2002; Hart, 2005; Morgan and Bourke, 2008). By looking at both teacher and coach perspectives collectively, through self report measures, this research suggests that there seems to be little change in these key factors affecting the confidence and competency in this area. However, AOTTs, coaches in particular, have been used to deliver specialist sporting activities in order to meet government requirements and produce Olympic medallists for the future (Smith, 2013). As well as this, AOTTs are also being used to deliver curriculum PE to cover PPA (Griggs, 2010) as they teach for longer durations with increased activity time and offer more effective instruction than teachers (McKenzie *et al.,* 1995). However, questions are raised about their lack of appropriate teaching qualification (Smith, 2013) and despite some coaches feeling that they lack elements of educational pedagogy in PE, poor ITT for teachers

(Carney and Winkler, 2008) justifies them a place in the curriculum. Alongside this, coaches are being used to offer CPD programmes and deliver PE lessons in which generalist teachers can observe their practice. However, Smith (2013) continues that the degree to which teachers are involved in the planning and delivery of sessions is questionable and instead teachers are predominantly used in PE to manage behaviour and assist with injury. Also, this lack of involvement in the delivery of the subject reiterates concerns by Keay and Spence (2012), as cited in Griggs (2012), who feel that this is resulting in teachers becoming gradually more de-skilled in this area. This research therefore indicates that the use of AOTTs does in fact have a perceived influence on PE and school sport in West Midlands Primary schools and as identified in the conclusion, indicates how they have consequently impacted on the schools and teachers in the chosen schools.

Chapter Five: Conclusion.

5.1 Conclusion.

The objective of this study was to collect data in order to answer the following research question: What is the perceived influence of Adults other than Teachers on PE and School Sport in West Midlands Primary Schools? Through the data collected in this research, this question can now be successfully answered.

Data indicates that the use of AOTTs is perceived to influence PE and school sport in the West Midland area and in support of previous research, the use of coaches continues to be widespread and normalised (Griggs, 2010; Blair and Capel, 2011). Alongside this, an increased number of trainee teachers continue to enter the profession with reduced confidence and motivation to deliver PE and similarly to previous research, this research also suggests that this is due to poor childhood experiences, lack of motor ability, poor ITT, insufficient content knowledge and a negative attitude towards the subject. These data reemphasise that ITT remains insufficient and it is now dominated with academic subjects; the focus has shifted from all subjects receiving equal learning time to more time focusing on numeracy and literacy. Teachers feel that without an undergraduate degree in PE, nine hours training is not merely enough preparation for the delivery of PE in primary schools. Consequently, this has left them feeling vulnerable and unprepared to deliver the range of NCPE activities and

remains one of the biggest factors affecting teacher confidence today. Combined with government initiative to increase time spent on PE and school sport to five hours each week, head teachers are more commonly enlisting help from AOTTs (Rainer *et* al., 2012).

AOTTs are being employed to deliver extra-curricular sport to help schools produce Olympians and Paralympians of the future, thus achieving targets from government policy: 'Creating a Sporting Habit for Life' (DCMS, 2012). In the same way as previous research, AOTTs are being utilised in extra-curricular settings as teachers have continued to claim that they have too much work to do in other areas of the curriculum. Consequently their involvement in this area has continued to dwindle (Penney and Harris, 1997; Lavin *et al.,* 2008; Rainer *et al*., 2012).

Previously, use in extra-curricular time was found as an entry point for the use of AOTTs in other parts of the curriculum (Blair and Capel, 2008a and b; Griggs, 2008), yet this research shows that the trend has shifted and now coaches are more readily being employed straight into schools to deliver specified activities in curriculum time. In order to allow teachers to focus on other academic subjects, that remain a focus in education, AOTTs are continuing to be used to deliver PE to cover PPA. Subsequently, this is leaving some teachers deeming PE less important. Additionally, as a result of delivery being removed from teachers, Keay and Spence (2012), as cited in Griggs (2012), believe that this is resulting in teachers becoming

gradually more de-skilled in this area. AOTTs are now frequently used to deliver part, or even the entire PE curriculum (Griggs, 2010; Smith, 2013). Like teachers, coaches too are questioned about their ability to deliver high quality PE; whilst coaches have greater subject knowledge they lack the fundamental pedagogical elements of the subject and are not qualified teachers (Blair and Capel, 2011). For this reason, this research implies that they may not be adequately prepared to teach PE in curriculum time. Similarly to suggestions made by Taylor and Garratt (2013), as cited in Potrac *et al.*, (2013), this research suggests that teachers and coaches should work in alliance to produce a higher quality of PE and school sport.

Additionally to the use of AOTTs in curricular PE, schools have been using coaches to offer CPD to teachers. Blair and Capel (2011) suggest that it can bring about changes in attitude which will help to reform PE. However, CPD courses have been criticised as they are often not conducted in a school environment and follow up is limited. Thus, teachers are not retaining any new knowledge and understanding and return to their previous style of delivery. Style of delivery is also questioned as Smith (2013) suggests that teachers and coaches have different ways of delivering PE to children and reiterates whether or not children should be taught or coached. Although Michael Gove is no longer in a position of influence, as he left his role of Education secretary (BBC, 2014), the Coalition Government called for a reform of sport in schools to create a lasting Olympic legacy (Roan, 2013; Woodhouse and Cannings, 2013) and consequently Michael Gove called for a new direction in school sport - to develop a new ‘Olympic style’ of school

games (Bardens *et al.*, 2012). Although the terms PE and sport may appear insignificant, Adams and Griggs (2005) believe that policy makers are portraying mixed messages about the direction in which the policy is encouraging educationalists to take. Nicky Morgan, who was previously minister for women and equality, will replace Michael Gove, but her impact on the future of education is not yet known. This raises questions as to whether teachers should continue to teach PE, or whether coaches should take over PE and school sport, in order to deliver specialist sports ready for the next Olympics. However, what is clear is that in order to improve the quality of our current PE and school sport in schools within this case study, a combined effort from teachers and coaches is needed. Through working in alliance, this research recommends that coaches can improve teachers' subject knowledge and teachers can improve coaches' pedagogical elements of the subject and behaviour management strategies. Thus improving the overall quality of the PE and school sport delivered within schools in this case study.

Appendices:

Appendix one:

School of Sport, Performing Arts and Leisure

University of Wolverhampton

Primary researcher: Victoria Benton.
Supervising Researcher: Gerald Griggs

The perceived influence of Adults other than Teachers on PE and School Sport in West Midlands Primary Schools.

Objective: The objective of this project is to examine the complex issues surrounding the specific 'cases' of primary schools using sports coaches to deliver Physical Education and school sport. Data collected can be used by your school to help improve the quality of P.E. and school sport.

Importance: It has become apparent through literature from the past decade that P.E. is in a state of neglect (Griggs, 2007a) and the NCPE is being delivered ineffectively in primary schools (Gilbert, 1998; Davies, 1999; Revell, 2000; Warburton, 2001; Wright, 2004). Recently the expectation on staff to increase their delivery time of sport was raised further with the introduction of the PE and Sport Strategy for Young People (PESSYP) which has been pledged to create a new 'five hour offer' for all pupils (DCSF, 2008). To meet such ambitious targets the number of adults other than teachers used in primary schools has increased dramatically (Lavin, *et al*., 2008) and a worrying trend has been the move from employing coaches during extra-curricular activities to increasingly delivering curricular P.E. lessons (Blair and Capel, 2008a, 2008b; Griggs, 2008). Concerns of such a shift in delivery are raised by Griggs (2007) who feels that such a move would do 'more harm than good by embracing the sporting community within a system that they do not understand'. Despite more recent work conducted by Griggs (2010) little is still known about the specific cases of schools and their staff who employ sports coaches to deliver all or part of their five hour offer. It is proposed that this research will go some way to addressing this.

Programme: This project involves the completion of a short questionnaire that will be randomly distributed to general primary school teachers and sports coaches. These will assess participant's opinions of teachers views of PE, their time spent delivering extra-curricular activities and P.E., what lessons are covered to allow for Planning, Preparation and Assessment time, the use of coaches to deliver Continued Professional Development courses and finally their opinion on who is best suited to delivering PE lessons to primary school children. The questionnaire is to be completed as honestly as possible and this should be encouraged to ensure accuracy of the results in order to improve the teaching of PE and school sport. The questionnaire will take up to ten minutes to complete and there are no risks associated with participation. All questions are fair, sound and safe. Once completed, the results will be transcribed and a small number of participants will be selected for a face to face semi-structured interview. These participants will be selected based on the completion of their questionnaire and the data collected will be used to create an interview schedule to obtain more in depth data.

Confidentiality: All data collected will be strictly confidential and in line with the code of conduct of the British Association of Sport and Exercise Sciences. I would like my Supervising Researcher to keep a copy of the data locked away in a cabinet at the University of Wolverhampton for the duration of the project and eventually destroyed. All data will be recorded without names; a code will be created to identify teachers and coaches. The only people with access to the data will be the primary and supervising researchers and yourself if requested.

You are free to withdraw from participating in this research and withdrawal can be done at any time without any negative pressure or consequences.

Please place a cross box to confirm that:

1. You have read and understood the information sheet for the above study and have had the opportunity to ask questions.
2. You understand that you can withdraw at any time, without any given reason.
3. You agree to take part in the above study and agree to the terms set.

Name:_____ Signature:_____

Occupation: _____ Date: _____

If you require further information, please contact: Victoria Benton (University of Wolverhampton) **Telephone: 01902 329999 (9am-5pm), or email v.benton@wlv.ac.uk.**

Appendix two: Pilot questionnaires.

Teacher questionnaire.

Please be as honest as possible, all answers are confidential and any details given will be greatly appreciated.

Do you enjoy teaching P.E?

What affects your opinion of the subject?

How many hours of P.E. does your school offer per week?

How many hours of extra-curricular sport does your school offer per week?

Who delivers P.E. lessons?

Who delivers extra-curricular sporting activities?

What lesson/s are being covered to allow for Planning Preparation and Assessment, and who is covering these lessons?

In your school who is used to deliver Continual Professional Development (CPD) courses in P.E. and what are teachers learning from them?

In your opinion who is best suited to delivering/ covering:

P.E. ----------
Extra-curricular sport ----------
PPA time ----------
CPD courses ----------

Briefly explain your answers for each, and any differences if any.

In your opinion who is best suited to delivering P.E. for primary children, teachers or coaches?

Thank you for your co-operation

Coaches questionnaire.

Please be as honest as possible, all answers are confidential and any details given will be greatly appreciated.

Do you think the majority of primary teachers enjoy teaching P.E?

What do you think affects their opinion of the subject?

How many hours of extra-curricular sport do you deliver per week?

Do you deliver P.E? If so how many hours do you deliver per week?

What do you prefer to deliver?

Do you cover any lessons to allow teachers to complete their Planning Preparation and Assessment? If so how do you feel about this?

Are/ have you been used to deliver Continual Professional Development (CPD) courses in schools, and if so what are teachers learning from you?

In your opinion who is best suited to delivering/ covering:

P.E. ----------
Extra-curricular sport ----------
PPA time ----------
CPD courses ----------

Briefly explain your answers for each, and any differences if any.

In your opinion who is best suited to delivering P.E. for primary children, teachers or coaches?

----------Thank you for your co-operation

Appendix three: Questionnaires.

Teacher questionnaire.

Please be as honest as possible, all answers are confidential and any details given will be greatly appreciated.

Do you enjoy teaching P.E? Briefly explain your answer.

What affects your opinion of the subject? Please specify.

How many hours of P.E. does your school offer per week?

How many hours of extra-curricular sport does your school offer per week?

Who delivers P.E. lessons?

Who delivers extra-curricular sporting activities?

What lesson/s are being covered to allow for Planning Preparation and Assessment, and who is covering these lessons?

In your school who is used to deliver Continual Professional Development (CPD) courses in P.E. and what are teachers learning from them?

In your opinion who is best suited to delivering/ covering:

P.E. ----------
Extra-curricular sport ----------
PPA time ----------
CPD courses ----------

Briefly explain your answers for each, and any differences if any.

In your opinion who is best suited to delivering P.E. for primary children, teachers or coaches? Briefly explain your answer.

Thank you for your co-operation

Coaches questionnaire.

Please be as honest as possible, all answers are confidential and any details given will be greatly appreciated.

Do you think the majority of primary teachers enjoy teaching P.E? Briefly explain your answer.

What do you think affects their opinion of the subject? Please specify.

How many hours of extra-curricular sport do you deliver per week?

Do you deliver P.E? If so how many hours do you deliver per week?

What do you prefer to deliver, please explain.

Do you cover any lessons to allow teachers to complete their Planning Preparation and Assessment? If so how do you feel about this?

Are/ have you been used to deliver Continual Professional Development (CPD) courses in schools, and if so what are teachers learning from you?

In your opinion who is best suited to delivering/ covering:

P.E. ----------
Extra-curricular sport ----------
PPA time ----------
CPD courses ----------

Briefly explain your answers for each, and any differences if any.

In your opinion who is best suited to delivering P.E. for primary children, teachers or coaches? Briefly explain your answer.

----------Thank you for your co-operation

Key:
SS snowball sample
chosen for interview

Appendix 4: Teaching participants.

	Name (pseudonyms)		Primary School (pseudonyms)	Date	Job title
1	Adrian	M	Cowel Primary	7.2.11	Primary teacher
2	Brian	M	Cowel Primary	7.2.11	Primary teacher
3	Catherine	F	Cowel Primary	7.2.11	Primary teacher
4	Doris	F	Munroe Primary	7.2.11	Primary teacher
5	Enid	F	Cowel Primary	7.2.11	Primary teacher
6	Francesca	F	Spence Primary	22.2.11	HLTA
7	Greg	M	Underwood Primary	17.3.11	Primary teacher
8	Harold	M	Underwood Primary	17.3.11	Primary teacher
9	Ian	M	Mack Primary	11.3.11	Primary teacher
10	Jake	M	Davidson Primary	14.3.11	Primary teacher
11	Karla	F	Davidson Primary	14.3.11	Primary teacher
12	Louise	F	Davidson Primary	10.3.11	Primary teacher
13	Martha	F	Davidson Primary	7.3.11	Primary teacher
14	Noreen	F	Davidson Primary	10.3.11	Yr4 teacher
15	Oscar	M	Darwin Junior	29.3.11	Primary teacher
16	Paula	F	Darwin Junior	29.3.11	Primary teacher
17	Quentin	F	Darwin Junior	4.4.11	Primary teacher
18	Rashpal	F	Darwin Junior	31.3.11	Primary teacher
19	Stella	F	Darwin Junior	31.3.11	Primary teacher
20	Taryn	F	Outhwaite Primary	15.3.11	PE co-ordinator
21	Ursula	F	Outhwaite Primary	18.3.11	Foundation Leader
22	Victoria	F	Outhwaite Primary	17.3.11	Primary teacher
23	Wendy	F	Outhwaite Primary	17.3.11	Primary teacher
24	Alison	F	Outhwaite Primary	16.3.11	Deputy Head
25	Brenda	F	Outhwaite Primary	18.3.11	Primary teacher
26	Cassidy	F	Outhwaite Primary	17.3.11	Head Teacher
27	Deborah	F	Outhwaite Primary	17.3.11	Primary teacher
28	Erin	F	Darwin Junior	17.3.11	Primary teacher
29	Felicity	F	Darwin Junior	17.3.11	Primary teacher
30	Gertrude	F	Gallagher Primary	24.11.11	KS1 Co-ordinator
31	Holly	F	Gallagher Primary	20.11.11	Primary teacher
32	Isaac	M	Gallagher Primary	23.11.11	Primary teacher
33	Julie	F	Gallagher Primary	3.2.12	Primary teacher
34	Ken	M	Gallagher Primary	3.2.12	Primary teacher
35	Liam	M	Bowen Primary	6.3.11	Primary teacher

Key:
SS snowball sample
chosen for interview

Appendix 5: Coaching participants.

	Name		Company
1	Anna	F	Streep Games
2	Ben	M	Ashley Sports
3	Christopher	M	Streep Games
4	Dion	F	Streep Games
5	Edward	M	Smith Coaching
6	Frank	M	Perry Sports
7	George	M	Streep Games
8	Heidi	F	Carey Kidz
9	Ivan	M	Sandler Plus
10	Jessica	F	Sandler Plus
11	Kyle	M	Sandler Plus
12	Leona	F	Streep Games
13	Mandy	F	Sandler Plus
14	Nathan	M	Swift Games
15	Olivia	F	Swift Games
16	Poppy	F	Murray's
17	Qacha	F	Sandler Plus
18	Rebecca	F	Ashley Sports
19	Steven	M	Morris Active
20	Tanya	F	Streep Games
21	Ursula	F	Streep Games
22	Vivian	F	Murray's
23	William	M	Ashley Sports
24	Anthony	M	Lewis' Superstars
25	Bernard	M	Seymour Coaches
26	Charlie	F	Edison Coaches
27	Denis	M	Seymour Coaches
28	Eric	M	Sandler Plus
29	Finlay	M	Seymour Coaches

Appendix 6: Interview schedules:

Interview schedule (Teacher 4)

You said you don't really enjoy teaching PE and you did not like PE as a child. Why was this and how has this affected your opinion of teaching PE?
Do you feel you are good at sport yourself? Does this affect you wanting to teach it?
How many years experience do you have working in a school, does this affect your opinion of teaching P.E? Has this changed over time?
Some teachers feel unprepared to deliver the range of NCPE areas, what activities do you like teaching and what do you not like teaching?
Would you prefer coaches to deliver activities you are less keen on?
Do you have planning for each area in the NCPE? Is it helpful?
You said you feel you have insufficient knowledge in the skills and tactics involved, does this affect your confidence to deliver PE?
Before you did your teacher training did you have a degree, if so in what? Does this help you to deliver PE?
What teacher training did you do and how many hours of PE training did you have?

How many hours of PE a week do you deliver? Would you prefer coaches to deliver your lessons, if so why?
How many teachers in your school teach their own PE lessons?
How many hours of PE do coaches cover in your school?
Why do you think schools might ask coaches to come in and deliver PE and extra-curricular activities?
Do you feel that coaches have good class management?
Coaches are predominantly used to deliver extra-curricular activities. What do you think about this?
Do you or would you like to teach extra-curricular activities?
What activities do coaches deliver?
Do many of your staff deliver extra-curricular lesson? Why do you think this is?
Are there any activities you would like coaches to deliver?
Some people feel that PE is deemed less important than other subjects, what do you think of this statement? Why might people feel this way?
In your school is PE often covered to allow for PPA? Would you be happy for coaches to cover PE?
Which of your lessons are covered to allow for PPA? Are the staff given planning to follow?
If you could choose any lesson to be covered what would it be and why?

Would you like coaches to be used to help with CPD courses? If so in what activities and what would you like to learn?
Have coaches in your school delivered activities that they are not qualified to teach?
Do you feel coaches cost too much money and if they were available at a lower cost would you want them to come in?
What activities do you think specialists may be required to deliver?
Do you feel that teachers know the children better? Would this help their delivery?
How might you change PE delivery to make it better?
You said you feel coaches are best suited to delivering PE as they have experience and knowledge of different P.E. aspects which will be more beneficial to the children. But class teachers have closer relationships to the children. Could coaches and teachers work together to improve PE? If so how?

Interview schedule (Teacher 11)

Do you enjoy teaching PE?
Did you enjoy PE as a child and how has this affected your opinion of teaching PE?
Do you feel you are good at sport yourself? Does this affect you wanting to teach it?
How many years experience do you have working in a school, does this affect your opinion of teaching P.E?
Some teachers feel unprepared to deliver the range of NCPE areas, what activities do you like teaching and what do you not like teaching?
Does this affect your confidence to deliver PE and would you prefer coaches to deliver these sessions?
You said you like dance but unless you have music and planning you find using your own ideas challenging, Do you have planning for each area in the NCPE?
Do you feel motivated to teach PE?
You said that experience at school, college and university affects teachers opinions of the subject, before you did your teacher training did you have a degree, if so in what? Does this help you to deliver PE?
What teacher training did you do and how many hours of PE training did you have?

You say you deliver 2 hours of PE a week in your school, how many of these do you deliver? Would you prefer coaches to deliver your lessons? Why?
Do other teachers in your school enjoy teaching PE?
How many teachers in your school teach their own PE lessons?
Are coaches used in your school to deliver PE lessons? How many hours do they cover?
Why do you think schools might ask coaches to come in and deliver PE and extra- curic.
Do you feel that coaches have good class management?
Do you feel that your school meets the five hours of high quality P.E. and school sport?

Coaches are predominantly used to deliver extra-curricular activities. What do you think?
Do you or would you like to teach extra-curricular activities?
Do you use agencies if so what activities do they teach?
Do many of your staff deliver extra-curricular lesson? why do you think this is?
Are there any activities you would like coaches to deliver?
Do you feel your school is meeting the ambitious targets of 5 hours of pe and school sport?
And would you or do you need help off outside agencies?

Some people feel that PE is deemed less important than other subjects, what do you think of this statement? Why might people feel this way?
In your school is PE often covered to allow for PPA? Who teaches this and what do you think of it? Would you be happy for coaches to cover PE?
Which of your lessons are covered to allow for PPA? Are staff given planning to follow?
If you could choose any lesson to be covered what would it be and why?
Would you like coaches to be used to help with CPD courses? If so in what activities and what would you like to learn?
It has been said trained coaches should deliver PE as it is a specialism and should be treated as such but only if they are trained to cope with behaviour injuries.
Have coaches in your school delivered activities that they are not qualified to teach?
Do you feel coaches cost too much money and if they were available at a lower cost would you want them to come in?
What activities do you think specialists may be required to deliver?
Do you feel that teachers know the children better? Would this help their delivery?
How might you change PE delivery to make it better?

Appendix seven: Emoticons.

Meaning of emoticons in USA/Europe:	
:-)	normal laugh
:-(	saddened
;-)	wink
:-))	very happy
:-o	Wow!
:-|	strict
:-||	angry
8-)	laugh with spectacles

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